

THE AMERICAN  
**School Board Journal**  
*February*

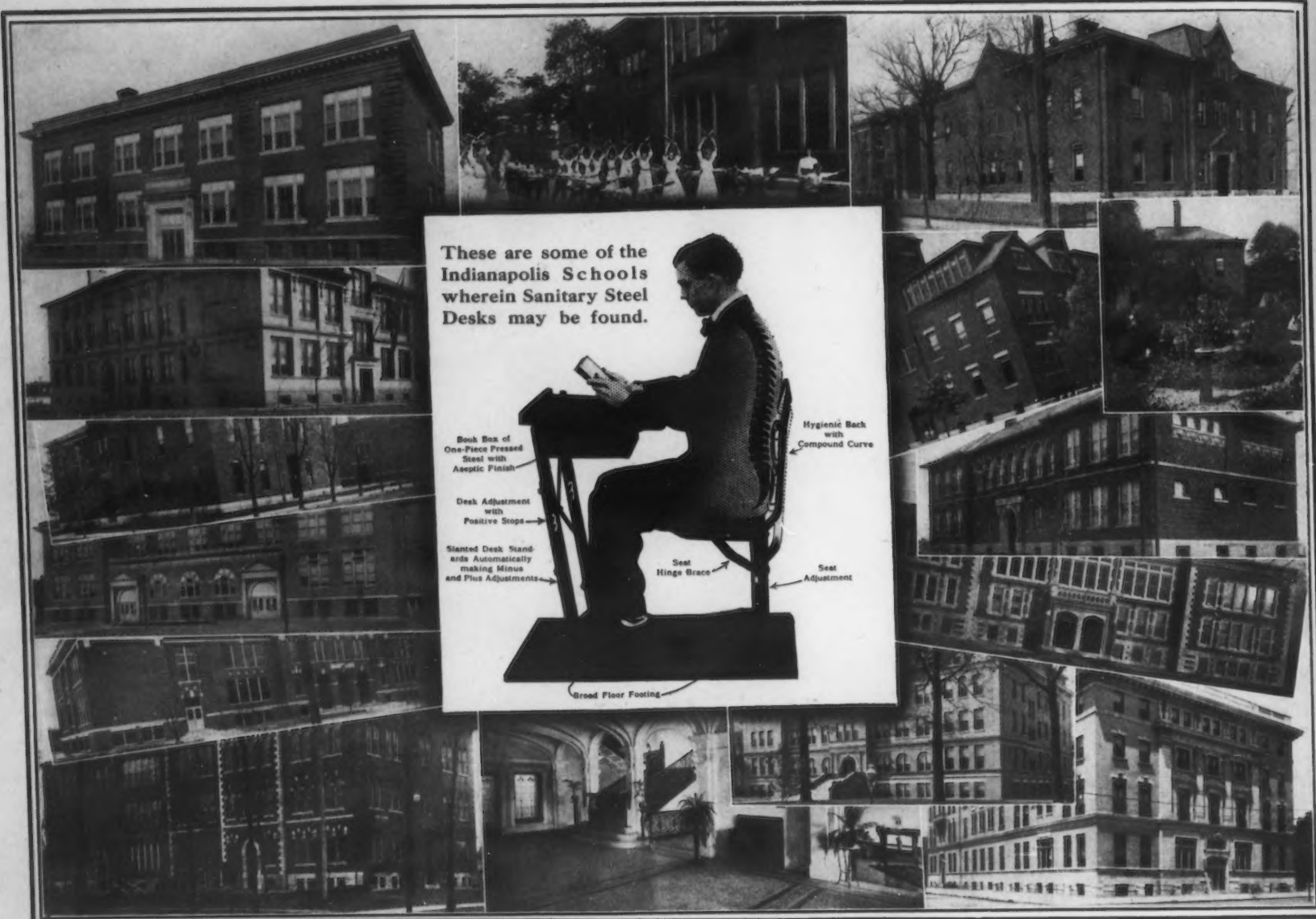


February  
1911  
VOL. XLII, No. 2

SUBSCRIPTION PRICE \$1.00 PER YEAR

WM. GEO. BRUCE  
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DEPARTMENT OF SUPERINTENDENCE, MOBILE, FEBRUARY 23-24-25



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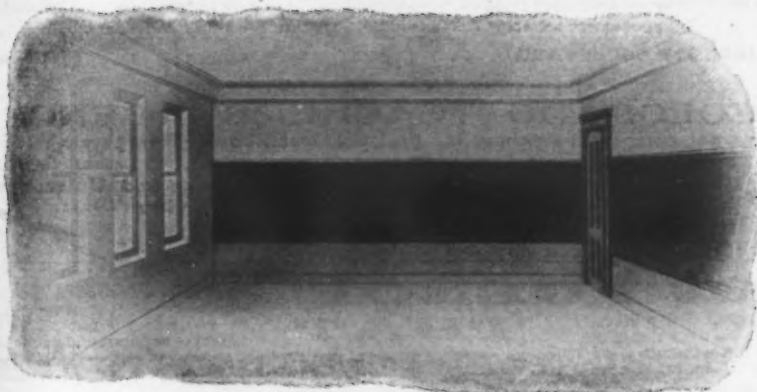
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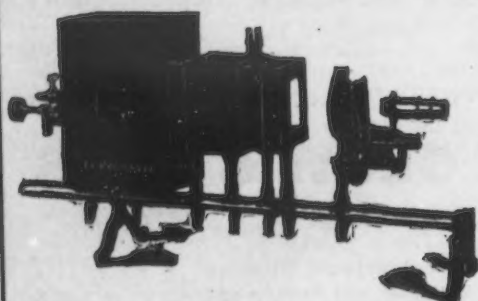
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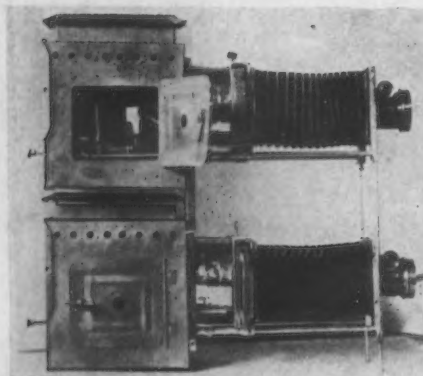
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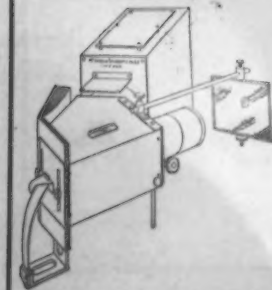
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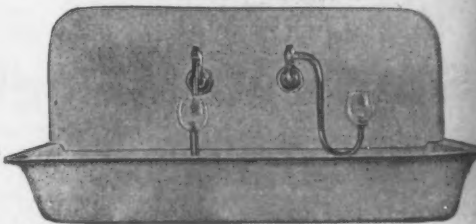
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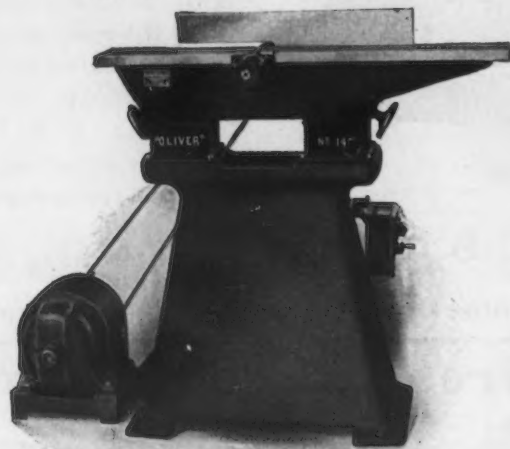
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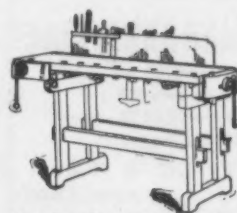
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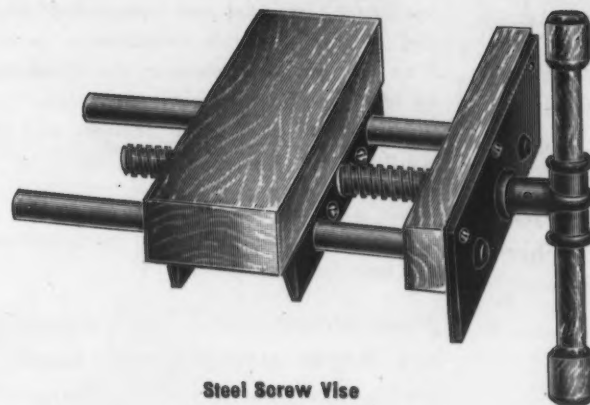
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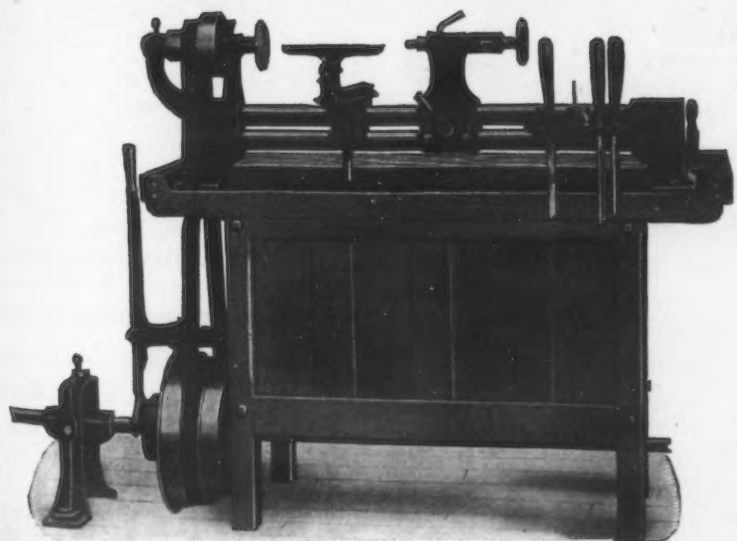


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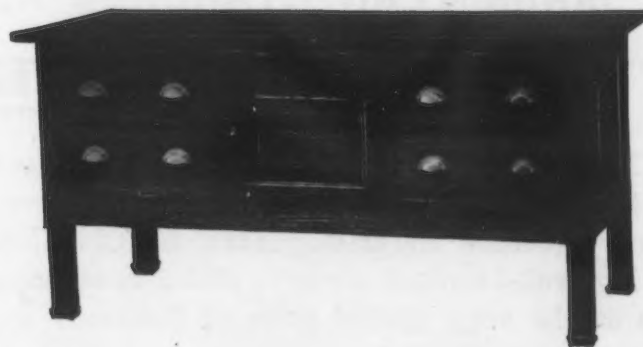
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The following program shows how the number of pupils in an ordinary eight room school in Gary, Ind., has been doubled, and the number of pupils per teacher and supervisor has been increased.

For the sake of clearness the improved school machine is represented as two schools, a regular school and a special school. The special school occupies what was formerly waste space in this building. Eight teachers are in the regular school and eight teachers, including the building principal, are in the special school. Sixteen school rooms are accommodated in an ordinary eight room school building. Including the school's principal and its special supervisors only one teacher per school room is employed.

Under the old program there were sixteen classes in this building, but each class was only half school room size and each teacher had two classes in the room at the same time. The first grade teacher had two classes, 1A and 1B, the second grade teacher had two classes, 2A and 2B, etc. While one class recited the other studied and the teacher's time was occupied the entire school day hearing recitations. Under the new program the number of classes remains the same, but each teacher has only one class in the school room at any period and the classes are full school room size. The fourth grade teacher has the 4A class alone for the first ninety minutes, while the 4B class is in the special school. The second ninety minutes the 4B class is alone with this fourth grade teacher and the 4A class is in the special school, etc. The teacher thus has the opportunity to supervise the study periods of her pupils. The new program is used successfully

in four room schools, eight room schools, groups of portable schools, and thirty room school buildings constructed especially for the new system.

The salaries of special supervisors are saved, since the special subjects are taught by specially trained teachers. Also the building principal is counted as one of the regular sixteen teachers in the building, but he has the necessary free time for the general supervision of the building. The per capita cost for fuel, light, janitor service, and plant investment is practically reduced one half.—Supt. William Wirt, Gary, Ind.

## GROUPING HIGH SCHOOL PUPILS.

Supt. Geo. Morris of Bloomfield, N. J., has recently reported to his board of education an interesting method of grouping high school pupils in accordance with their apparent ability. Mr. Morris introduced his plan a year ago in the first year high school classes. The results attained have been so successful that it is proposed to extend the grouping to the entire high school.

"The plan," says Mr. Morris, "is based on a very reasonable assumption that all pupils do not possess the same degree of mental ability, but that in a class of one hundred pupils there are a certain number of groups of which the pupils making up each group possess nearly the same degree of ability for accomplishing a given amount of work in a given subject in a given time. This assumption was made the basis for arranging the work of the first year pupils in Latin, history and algebra, and the arrangement has worked very satisfactorily.

"In algebra, for example, at the beginning of the year we had about one hundred pupils. These were divided into four groups, the members of each group possessing about the same average ability so far as we could judge from the records made in the grammar schools. Work was begun under exactly the same conditions, the classes all having the same teacher and using the same book. At the end of six weeks the groups were not very far apart, so far as the ground covered was concerned, but differences of ability in grasping the subject were discernible, and it was deemed advisable to make some changes from one group to another. At the end of another six weeks further changes

from one group to another were made, and the differences in amount of ground covered by the different groups became more apparent. This method of procedure was continued throughout the year, individual help being offered out of school hours by the teacher and in many cases accepted by the pupils. Whenever a pupil proved his fitness to enter a more advanced group he was transferred, this feature proving to be helpful as an incentive for closer application and more careful work.

"At the end of the year, it was found that all the pupils in one group had covered a little more than the required amount of work, all the pupils in another group had practically covered all the required work, most of the pupils of another group had covered about four-fifths of the required work, and a little over one-half of the last group had covered about half of the required work. Each pupil was given credit in accordance with the percentage of the work covered, and we closed the year with fewer complete failures than in previous years. There has also been less discontent and discouragement in evidence.

"Each parent whose child did not cover sufficient ground to get the full number of credits had his attention carefully called to the matter and each pupil understood that he could study during the summer and take an examination in the fall for making up the work not covered during the year. The same plan has worked equally well in the Latin and history classes and as a result a larger percentage of pupils have returned to school this fall than ever did so from some former first year classes.

"Parents are more and more coming to see the wisdom of not attempting to force children who are not strong to keep up with those who have good health and consequently better ability. Sometimes we find a pupil who can complete the high school course in three years, and we find a number who can complete it comfortably in four years, but there are many who work under conditions which make it impossible for them to complete the course in less than five years. As they are working

(Concluded on Page 30).

REGULAR SCHOOL		FORENOON		AFTERNOON					
TEACHERS	ROOMS	90 Min.	90 Min.	90 Min.	90 Min.				
First Grade	Classroom	1a	1b	1a	1b				
Second Grade	“	2a	2b	2a	2b				
Third Grade	“	3a	3b	3a	3b				
Fourth Grade	“	4a	4b	4a	4b				
Fifth Grade	“	5a	5b	5a	5b				
Sixth Grade	“	6a	6b	6a	6b				
Seventh Grade	“	7a	7b	7a	7b				
Eighth Grade	“	8a	8b	8a	8b				
SPECIAL SCHOOL		45 Min	45 Min	45 Min	45 Min	45 Min	45 Min	45 Min	45 Min
TEACHERS	ROOMS	Min	Min	Min	Min	Min	Min	Min	Min
Music	Auditorium	1b	2b	1a	2a	3b	4b	3a	4a
Drawing and M.T.	Basement	3b	4b	3a	4a	1b	2b	1a	2a
Literature	Library	5b	6b	5a	6a	7b	8b	7a	8a
Nature Study	Basement	7b	8b	7a	8a	5b	6b	5a	6a
Three Physical	{ Attic	2b	1b	2a	1a	6b	5b	6a	5a
Culture Teachers	{ Attic	4b	3b	4a	3a	8b	7b	8a	7a
and the Building	{ Playground	6b	5b	6a	5a	2b	1b	4a	3a
Principal	{ Playground	8b	7b	8a	7a	4b	3b	2a	1a

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### A Hint.

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She: Why should I? I intend to marry some day.

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# Is Our Present High School System Inefficient

By Superintendent E. T. ARMSTRONG, Charles City, Ia.

Much criticism is directed at the public high school system throughout the country. The charge against it seems to be that our present system is inefficient and impractical, and that it has been made so largely through the domination of our universities and colleges, which make certain requirements of the graduates of the high schools before they can enter these higher institutions of learning.

If such a charge is true, it is a serious one and should receive immediate and careful attention with the single purpose of correcting it at once. On the other hand, before we assume that such a criticism is just and correct, and proceed to tear up our established ideas and customs concerning high school education, is it not eminently fair and very necessary that a careful and logical analysis be made of the entire situation? This certainly can offend no one and if made with the sole purpose of finding out the true situation entirely regardless of whom it may honor or condemn, good results will crown the efforts.

In the determination of such a question, the first consideration must be what is the real business, or end and purpose, of the present high school. It is necessary to agree upon this if we are to argue toward any definite conclusion.

Is it fair to say that the business of the high school is, first, to insure the perpetuation of our government as established; and, second, to develop every individual child in the institution to his highest capacity. If this is a true conception of what the high school must do to be efficient and practical, then our inquiry will lead us to investigate upon a broader basis than is usually taken by those whose desire seems to be criticism rather than a fair solution of the question at issue.

In the development of the high school student, we must consider what is best for the 80 per cent. who never go further than the eighth grade as well as the high school student himself. It is no better logic to assume that the masses who never enter high school are not to be considered in the question, than it is fair to assume that the university requirements do not consider the welfare of the 90 per cent. of high school students who never enter those institutions. We must consider all for all time or the conclusion will be at fault, and our investigation entirely fruitless.

The question further resolves itself into what must the high school do for all to promote his highest welfare as a member of society and responsible for its government, and not what special development or earning capacity can we give some individual student.

Our first aim must be to insure the perpetuation of good government as established, or individual earning power and all other interests count for naught, for they can only exist and flourish under good government. No one of sound judgment will take exception to that.

The next question will logically be what sort of education insures the perpetuation of our government? Judging by some of the press comment, certain short-sighted individuals reason that this should be left to the ward politician and the local scribes, but no one of ordinary capacity will doubt that it is the most important function of the high school.

The first and great tenet of our government is that all men have equal rights. This being true, it at once becomes necessary for each individual to know and respect the rights of his fellow men or the first principle of our government is constantly violated; therefore, the first business of the high school is to teach

each and every student to know clearly and respect diligently the rights of his associates and the people of the community. Knowledge of government begins at home and without this sane and practical view of the matter, of course we are impractical.

To know clearly the rights of others involves considerable careful thinking, and to respect absolutely the rights of others requires much correct practice, especially during that period in the life of the child when he is forming his habits; for the law of self preservation and its resultant selfishness are constantly dictating other courses of action. In the development of this doctrine of equal rights, a study of history which brings the student into close contact with the results of the acts of men, especially those in authority, from the commencement of organized society to the present time, is not to be passed by lightly.

History shows the inevitable results of violating the rights of all for the selfish interests of a few, and we must make the most of these examples in our effort to establish in the minds of the students a desire for the best government that society can develop and maintain. It must especially impress the youth with a full conception of his duty in governmental affairs and fix in his mind a determination to stand for the best at all times if for no other reason than his own salvation.

Does it seem wise that a student should spend three or four years of his high school life studying the cause and effect of the acts of those in authority upon the life of society and the consequent advancement or destruction of civilization? Is it good logic to argue that those who are soon to assume authority in our own land do not need a complete knowledge of the fatal mistakes in government which have caused the most terrible calamities of the human race? History is not a compilation of events with their time and place recorded for mere matter-of-fact reference. Its value lies in the ideas that are awakened in the minds of its students which, if correct and put into action, determine the growth and destiny of our own land. To neglect so great an opportunity is to invite the recurrence of the most cruel and devastating periods in the records of man; for, without a clear knowledge of the results of his acts, man's selfishness knows no bounds; and to rule society for selfish ends, means final destruction of all. This, history has firmly established.

The old law, "Practice makes perfect," is as true in the development of governing ability as it is in developing a carpenter or musician. It is the imperative duty of those in charge of our high schools to know that in their organization and management, each and every student properly and intelligently respects the rights of all others, for without this thoroughly accomplished, all the teachings of history "Become as sounding brass and tinkling symbols." It seems evident that much of the criticism has its origin in the primitive manner in which subjects are taught and the inefficient management of a good system rather than in efficient management of a poor system.

It has been my observation that poor results in any school, whether a high school of several teachers or a district school of one teacher, come from the composition of several forces both within and without the school. Teachers are human and as such are heir to the weaknesses of the human race, chief among which is a desire to become prominent in our calling and to gather unto ourselves such of the world's

goods as contribute to our happiness. In following this doctrine, teachers are often induced to sacrifice the future welfare of a child and society in so far as he may effect it, for present ends. Parents often insist most strenuously that proper discipline be not administered to their child though it is the only manner of teaching him the doctrine of equal rights. Also they may insist that he be marked more than he justly earns in his school work. Teachers meet these difficulties in their various degrees and in order to maintain peace and harmony, they too often sacrifice what is right for present gain.

Is it fair to assume that a teacher who is barely earning his daily bread through his meager salary should not fall before such temptation; but, on the contrary, should brave every irate parent and do his duty regardless of the result upon himself. How about the business man? Does he suffer the loss of business because he knows that his goods are not the soul of honor? His motto is please the customer with talk if you can, and real goods if you cannot otherwise get his money.

It cannot be denied that something of the commercial idea has crept into our school work and too often we find students expecting to receive that which they have not justly earned. This might be all well and good were it not for the fact that sooner or later the student must earn what he gets and then the effect of such doctrine becomes apparent. The ultimate effect of getting without earning in school matters is just the same as getting without earning in any other business; it is a steal plain and simple, and the effect upon society is the same in both cases. The school is absolutely the only redemption in the whole matter, and hence it is necessary that every school must demand of every student that he actually earns his honors before the wreath of victory is placed upon his brow. In this matter there must be no equivocation or substitution of supposed-to-be-earned credits for those actually labored for, otherwise, we should suffer severe condemnation instead of criticism. The question is often asked when are credits actually earned? It is safe to say that earned credits must show plainly in the lives and conduct of those expecting them both within and without the classroom, and that whenever every piece of work performed by the student is the product of his very best effort, the school is doing all possible for him.

Regardless of temptation, the teacher, like the preacher, unhonored and unsung, must stand to his post and dispense absolute justice without fear or favor and regardless of present gain, insure the perpetuation of our Government and the future welfare of the individual.

If parents and those who desire to co-operate with our schools would realize and practice the right doctrine, the situation would right itself at once and the criticism that is now directed against our system would be found without a base to stand on.

The average parent is a very busy individual earning the daily bread for the family and often pleads that he can give but little if any time to visiting school and thus give his assistance to the teacher. It is all very true that he does not have the time to visit school, and should he have the time, he would know little if anything about the efficiency of the work after his visit; for no one, not experienced and educated in the teaching business, can tell efficiency to any degree of certainty by merely observing a teacher "hear classes" and perform



the other usual duties of the school room. It is very easy for any one to tell a noisy room from a quiet one and yet either one may be under the wrong kind of discipline as judged by the results it produces when the child is free to act for himself. Too much restraint is just as harmful as too little, as illustrated by the proverbial minister's children.

When parents visit school it should be for the purpose of encouraging the teacher to dispense absolute justice to their own children especially and not to their neighbors'. They should endeavor to impress the teacher that it is their desire that their children should receive careful training with respect to the rights of others and their own self development and then be sure that the children get no sympathy which will give them unearned credit.

Without adequate practical supervision by experienced educators as some of our schools are, graduation and marks will continue to be no evidence of qualification. It seems very evident from their efforts to get everyone through, that many schools exist for the purpose of graduating as many as possible rather than educating them. This misapplication of the function of the schools is the real cause of most of the present criticism, for many of our critics are men of the ordinary occupations of life who judge from some particular result rather than from a knowledge of the entire matter. They unwisely assume because some particular school fails to produce good results that our entire system is wrong.

Much emphasis is often laid upon the fact that our high school is on the approved list of some university and great credit is given those in charge for securing such recognition. Experience teaches most school men that this may interpret the real worth of the school and it may not, depending entirely upon what basis the school received such recognition. If it was the direct result of careful and adequate inspection by those entirely capable of judging the efficiency of such an institution, and whose sole end and purpose was to pronounce a true and honorable judgment consistent with his findings, then all honor to the school that secures approval. But if any other kind of inspection is made, with any other purpose in view than the ones mentioned, then there is no honor due the school thus approved nor to the university or college that makes such inspection. When universities send out men to inspect the high schools who so far forget their real mission as to pass those institutions not up to standard for a mere handful of students they may get in return, it is time to direct our criticism higher up. It is eminently fair to the universities to credit them with all that they do toward making the high schools contribute more efficiency to the business of these schools as already expressed, and it is fair to point out wherein they fail to do so.

The good of all being the first consideration, the individual needs of the pupil must be shaped toward that end, for when society is in the best condition, the individual profits most.

Immature criticism attempts to discredit our high school system upon the grounds that our students are impractical. Just what is meant by that term as used is something of a puzzle for no two critics use it in the same sense. Generally speaking, they mean: Does not enable students of the high school to perform his father's business with as much skill and readiness as the father does after twenty years' practice in one particular line of work. Very short sighted indeed is the individual who expects our high school graduates to conform to such a standard, for it never was nor will be the business of the public schools to train children in special occupations.

Some banker or business man employs a boy just graduated from the high school and at once seems to think he should show as much proficiency in running the business as the banker does after twenty years' experience. Compare the said banker's knowledge of banking at eighteen with the high school graduate at eighteen if neither has had any banking experience, and the result will not criticize our school system. Give the graduate of the school that places education above graduation a few years' experience in the bank or business house and note the capacity he has for grasping the situation, and the real results of the school manifests itself.

One of the principal reasons why more boys are not graduated from our high schools at present is because they are too valuable. The knowledge they have after a year or so in the high school makes him worth a man's wages, and proud of his ability to earn so much, and tempted on all sides to spend money, he goes to work instead of to school.

If our critics would close up the pool halls and questionable resorts of every character, and parents would cultivate in their children a desire to accumulate instead of to wear highly fashionable clothes, a large part of the real trouble would be removed. To say that our system is wrong and produces impractical students from the consideration usually given the subject is neither logical nor fair. We will all admit that the boy of today, whether a high school student or not, is usually a spendthrift. The number of questionable affairs that fatten off his earnings is evidence of this as well as the fact that but very few young men have any bank account, though they are abundantly able to do so.

The high school student is further accused of being a loafer and a wearer of good clothes at his father's expense and, of course, the system is duly responsible. Any school that insists upon well earned honors is not guilty of producing loafers. The management of the local school is directly responsible for this without the slightest bearing upon the system. The earning capacity today of the young man who graduated from the high school five or ten years ago is proof of the practicability of our high school system from a material point of view; and an analysis of the purpose of education in its broad sense, together with the actual results produced by a careful and systematic study of our present courses of instruction proves their high efficiency when properly managed.

To be practical, we mean ability to see conditions as they exist in their proper relations and pronounce good judgments concerning them. We cannot mean that a high school graduate shall be a good barber, a thorough pharmacist, a good

printer, an artist in music or painting, a shrewd lawyer, an eminent engineer, an experienced business man, a skillful doctor or any one of the thousand occupations in which it is necessary to receive careful training in a technical school. No student entering the high school at the age of fourteen could possibly know for what he is best fitted or the occupation he desires to especially qualify for in later life, and in no case is it possible to establish these special schools in the place of our high school. The reason that the high school never was intended to train students in special occupations is that it has a far larger and more important duty to perform, viz.: that of making good citizens and laying the foundation necessary to build one of these special educations upon. Men and women are practical and efficient when they are good members of society, understand the laws of the natural world and can express their thoughts clearly through the medium of good language.

This is exactly what our present high school courses in science, history, mathematics and language develop in our students, i. e., it insures good government and trains the special senses to recognize the true relation of material conditions, the mind to organize, and the tongue to express it. What more practical results can be expected? Our present system stands for a careful, systematic development of the masses along the lines already expressed, and in no case, have our critics ventured to say what subjects or processes can be offered that will take the place of algebra or geometry and produce better training in logical reasoning, the very essence of all efficiency. Neither do they offer any substitute that will better train the powers of discrimination, comparison, and classification, and that acquaint us more thoroughly with the immutable laws of the universe, than our course in science. I have never known of any rational attempt on the part of our critics to substitute a better method of developing a clear, concise understanding and greater ability to use our language more effectively, than our present course in Latin and English. All must agree that there is no substitute for history, the one subject that gives our students a correct knowledge of the cause and effect of the important movements in society since the dawn of civilization, and a consequent understanding of the working principles of our government, which combined with daily practice in observing the rights of his associates, forms a complete and highly practical training for those who are soon to become responsible for our own government.

These are the requirements that the universities make of us. Are they unjust and do they cater to the few who are to enter college or are they the broad and general principles of efficient education for all. Unbiased judgment which has for its purpose the establishment in our high schools of a broad, practical and highly efficient education, such as results in the perpetuation of our government and the true happiness of the individual, cannot fail to conclude that our system is correct though local conditions may be wrong. We must lay most of the present criticism to the door of commercialism which looks only for immediate earning capacity and even then our schools must receive honorable mention.

Schools which fail to live up to the standard of efficient work in order to gain favor through some local influence and those which place graduation above education are to be highly condemned. What we need is more efficient management of the old system instead of something new. We have attempted to educate the child by entertaining him and failed, and now



HON. R. H. WILSON  
Chickasha, Okla.  
State Superintendent-elect of Public Instruction  
for Oklahoma.

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# ORGANIZED PLAY

By Superintendent DON C. BLISS, Elmira, N. Y.

Under school influences and incentives we find the child reacting in three ways to his environment. First, he works; second, he plays; third, he offends. Of these, the first two are desired and the last is not wanted. The general attitude of education in the past has been one of hostility toward play. The constitutions of the monastery at Port Royal are filled with injunctions for silence. Not so long ago a great and good man would spend hours on his knees because in spite of all he could do or say his children would sin by playing. Our Puritan forbears had the same convictions and did their best to curb the natural instincts of the child. In recent days, while no longer regarded as a sin, it was still regarded as a mere pastime, in the same class with idleness and productive of no permanent good. In the general educational tendency there is now setting in a reaction against the old opposition to play. It shows itself in the tendency on the part of the school to interest itself in pupils' sports. On the statute books of some states are enactments which practically compel the school authorities to take charge of the general athletic interests of the school. It is also apparent in the widespread movement in the progressive cities to provide ample playgrounds for the use of the children during the long vacations.

## The Mental Attitude and Work.

With the child as with the adult all activity belongs either to work, drudgery or play. In work the individual must subject himself to his environment. This subjection must be his own. No one can compel him to work provided he elects to bear the consequences of his refusal. There is an old saying that you can lead the horse to water but you cannot make him drink. In the same sense you can compel the boy to assume the attitude of work. You can make him sit at his desk with his eyes fastened on his book but unless he wills to do it there is no possibility of compelling him to study. In the second place, work is for a purpose and it is to realize that purpose that we are willing to work. We are self respecting and believe that self respect requires us to earn our own living and that of our family. So we work. We want money, or power, or knowledge, no matter what, it is a compelling power and we work.

Evidently there are three kinds of work. In the first one the activity and the end are both pleasant. In this case we say that the man likes his work. He not only rejoices in the end to be reached but he also joys in the actual doing of it. The best teachers work in this way. Primarily, they are teaching to earn their living, but the work of the class room is a pleasure to them. They love children and they love teaching. The day is not long enough to do all they would like to do. Their work means something to them. They see in it the best and highest form of service. It is very desirable that our life work should be of this kind, otherwise we risk failure. When we enjoy the work and at the same time the end appeals to us as of supreme importance then success is practically certain. Unless we like our chosen work so well that we would actually prefer to do it to remaining idle we are not likely to rise very far. Edison will shut himself in his laboratory and scarcely eat or sleep for days at a time so completely is he absorbed in developing his ideas.

## Work and Play Relative Terms.

Then there is the work in which we find no especial pleasure in the doing but because of the end in view we stick to it. Necessarily much of our work is of this kind. The scrub

women in an office building can find little pleasure in their work but because of the end, i. e., their week's wages, they stick to it, and this saves them from drudgery. Finally, there is the third kind—drudgery. Here, there is no pleasure in the doing or in the end. The boy who finds no pleasure in his job, and who is obliged to turn over his week's wages to his father is doing nothing but drudgery. The pupil who does not like study and can see no use of it so far as his subsequent life is concerned works in the same way. We all know this condition is all too common. Such a boy had far better leave school and take a job in which he may at least find the pleasure of his week's wages. From my point of view it is the business of the school so to change the required work that he may find something in which he can take pleasure.

These three forms of activity are not fixed but only relative. The same act may be play under some circumstances, work in another and drudgery in a third. To the boy of ten a game of marbles is play. To his father playing with him, it is work. If we should set two men of sixty-five playing with each other it would be nothing but drudgery. The same thing is three different things under the three different conditions. It is dependent upon the mental attitude of the one performing the act. With the little child all work must be play in spirit. As he grows older the more he should emphasize the result. He must increase his capacity to work at a thing for the sake of the end even though the activity is unpleasant.

The last form of activity is play. Every boy of promise plays and the chances are that the abandon of his play is a fair index of the vigor and enthusiasm which he as a man will put into his work. It is a bad sign when a boy says he would rather study than play. Either he is sick or prematurely developed or he is a humbug. The child nature calls for activity. Every muscle clamors for exercise and we must recognize this desire as right and instead of trying to curb it or eliminate it make it an ally. The right view of play was first propounded by Froebel. He claimed that the child cannot do better than to play. It is an expression of what is highest and best to him.

## Theories of Play.

Any number of theories of play have been proposed, but it is much easier to learn the nature of play than to explain it. Any satisfactory theory must recognize these facts: First, most animals are given to play; second, play is instinctive with animals though some animal games are learned. The dog pretends to bite his master, the cat to scratch. A group of lambs will play Hold the Fort in a very effective fashion. Third, each kind of animal has its own list of plays; the cat, the dog, the lamb, boy, girl, each differ one from the other.

Let us consider briefly three of the chief theories of play:

1. Spencer thinks the play of both animals and children is due to an excess of natural energy which must work itself off. He also says that when it is drained off it passes through the same channels as work. There is truth in this theory, but it is not the whole explanation. Animals play when there is no extra energy to be disposed of. Children will keep up their games until they are completely exhausted. Evidently, too, there is no extra energy in certain rhythmic plays of children which approach the trance stage as in skipping rope. If this were the complete explanation

there is no reason to expect such a difference in the plays of different animals. We should find instead a universal game or games.

2. The recreation theory. This is associated with the name of Lazarus. He holds that play is for relaxation and the restoration of exhausted powers. The tight string of the bow must be loosened at times and so resting lost elasticity. We all know that when we are worn out a game of tennis or bowling will revive exhausted energies and give a general toning up to the system.

3. The practice theory. This was advanced by another German (Groos) and is also associated with Baldwin in America. The thought is that the play of animals exercises them in the very activities in which they must seriously engage later. It is nature's way of preparing them for life. The dog develops the muscles and teeth so essential to him later. The young goat jumps up and down, training the supple muscles which will later carry him over the rocks. The rabbit plays and develops the speed upon which his very life depends. There is without doubt an element of truth in this theory as there is in the surplus energy and recreation theory. None of them, however, explains play in man. In human life work is so different that play does not prepare for it. The child plays at times because he has a surplus of energy. He also plays for recreation, but there is back of his play a still stronger prompting than that which makes the animals jump and run, bite and scratch. When we examine the plays of children we find that they are but living over again in miniature the life of the race. Here the child does for his own pleasure those things which his ancestors once did to support life and to protect it.

## Play Instinct Inherited.

The building of the hut, boat, etc., is sometimes called an impulse. This is the outgrowth of ages of work on the part of our ancestors. The game of tag, of hide and seek, can be traced back to the time when these things were essential in the struggle for existence. These games later become actual hunting for the boy and finally become dormant. The old man of seventy rarely hunts. A driver of a grocer's wagon once stopped his team in front of a house, jumped from his wagon, knocked at the side door and wanted to see the boy who had just run into the back yard. He was assured that no boy lived there. This justly irate young man then said that he had been a target for several eggs thrown by this escaped boy. The boy was only giving vent to an inherited instinct to throw, coming to him from ancestors who killed game for food by their skill in throwing stones.

An interesting speculation for us is whether the work of today will be the play of boys 50,000 years hence. Probably not, because our ancestors did work long enough for the impulse to be registered in our nervous systems. Our work changes too rapidly for any such impress to be made.

## Play Periods in Children.

As I have indicated, play with children follows closely corresponding stages in racial history. Men lived first as individuals, worked as individuals. Children play first as individuals. The child plays with his rattle, digs holes in the sand or builds his block house. As he grows older his games become social and the games of the kindergarten appeal to him. Here we have the remains of the first co-operative life. Next our boy is interested in the competitive game. He jumps, runs, plays plum-plum pullo-way, or any of those numberless games which come simultaneously with the development of



the fighting instinct. These games are stronger with boys than girls because primitive man did all of the fighting. Then comes the team element. Previous to this the individual, the egoistic element, has been too prominent to allow such games. Baseball or football teams, even when organized, have a tendency to break up because the individual cannot subordinate himself to the good of the team. In the competitive game the acts of the boy were purely egoistic. Team work shows a willingness to fight for the team rather than self, except so far as the individual helps the team. The popularity of football is due to its being based on early instincts.

All competitive games are perfectly normal. The boy who does not like them is likely to be lacking in grit and force. They help to develop the virtues of fortitude and courage. The social games develop fairness and honesty, both of which are elemental virtues. The boy is ostracised if he cheats in play when he would not be if he cheated in examinations. This shows us how we may use play to arouse and stimulate elemental virtues. It is but a step from these natural ideas of honesty to the higher forms of the present civilization. One naturally leads up to the other. In talking to the child say unfair, not unjust, if you expect your sermon to count the most for righteousness. This distinction made by the child only marks a stage in his moral development. It is perfectly natural for the boy to resent being called a coward more than he resents being called dishonorable.

Then comes self sacrifice. The member must sacrifice himself for the good of the team. For the team to win is of more importance than for the individual to win glory for himself. For the same reason games develop truthfulness. The individual must not deceive his own group or give away any secrets to the enemy. The idea is loyalty to the group. This is as high as the world has yet reached. We have no international morality yet; though the peace conferences are a step in this direction. At the present time we are living under the theory of the greatest good to the greatest number. Some time we will reach the idea of the greatest good to everyone.

#### Play a Help in Education.

But what is the use of this discussion? Is the question of play but a bit of interesting philosophy or does it have a direct bearing upon the teachers' work? Unless the latter is true we are like the dry-as-dust theologian, who said to his class: "Young gentlemen, we are facing one of the most important and gravest of problems, and now my friends having faced it let us pass on."

If we understand play aright it means: First, that we will recognize it as natural and as an expression of what is highest and best in the child.

Second, that we will make conscious effort to utilize the universal play instinct and make it help us in education. But we must teach the boy to play. Unless we do this the play instinct drives him into all sorts of mischief. A boy does not inherit baseball, but he does inherit the throwing instinct that makes him delight in sending the yellow hen squawking through the vacant lot with a volley of stones. If he has a bat and glove, chances are that he never will see the hen unless she squawks too vociferously and the baseball field is too far away.

Recognizing this instinct, we will select games, first, that are invigorating; games that bring the boy into the open air. Calisthenics for a few minutes do not serve the purpose. We may give them at times as a corrective, but it is not play. It is downright work. They

are the bitter medicine of exercise taken to correct some specific fault.

Second, we will select those games which are innocent both in the game itself and in the surroundings.

Third, we will take those games which develop the body. The running game of Prisoners' Base is far better than marbles or mumble-peg.

Fourth, we will look for those games which train the body to rapid voluntary movements like tennis.

Fifth, we will try to avoid carrying the game idea to an excess.

Sixth, we will follow the rules scrupulously. This means ethical training in respect for law and order.

Seventh, it gives the teacher a chance to develop a respect for fairness. Place emphasis upon sportsmanlike conduct. Teach the boy that it is better to lose than to play dirty football.

#### An Application of Play.

These principles which I have been trying to bring out can be applied to the entire school. Last year the principal of one of the largest buildings in Elmira became interested in this question. He talked the matter over with the teachers. They also became much interested. A few simple games were used at first. Additions were made from time to time as classes wearied of these games until a series had been developed suitable to the mood of a class at any time. I will not attempt to give them as played by the respective classes, but simply suggest those which proved of interest to the primary grades and those which interested the grammar school pupils.

An exercise which all enjoyed was a quick run. At a given signal every child would drop his work and in orderly lines without stopping for wraps would run down the stairs, and out at the doors and around the building, upstairs again and in at another door. Even before the last pupil had left the room the first ones were back, running all of the way. The exercise was so brisk that there was no risk from colds and the change from study was so radical that it afforded a complete rest. Two minutes' time will be sufficient for six or eight hundred pupils to take the quick run if all the details are carefully planned.

Of course, all the first grade children enjoy the folk dances and singing games which are so common. My Brave Little Knights, with a stirring drum chorus, and a tuneful exhibition of the shoe manufacture done in pairs were especially popular. London Bridge, Jack in the Box, Motion Song, Birdies on the Nest were equally effective. There are any number of similar songs accompanied by vigorous action that may be used. The competitive games always appeal to the child. Drop the handkerchief does not require the customary ring but may be played while the children sit at their desks. Three or four children can run at the same time, for any child caught before getting to his seat after dropping the handkerchief has to wander about in an effort to snatch it before it can be picked up by another child to whom the runner drops it. Success in the effort releases him, and the child who was not quick enough to keep the handkerchief becomes a similar wanderer.

A relay race played with erasers brings in the same element. Erasers were placed at the first desk in each row. The occupants of those desks must take up the eraser, run to the front, clap it on the board and return it to the pupil sitting behind him. He does the same thing. The row succeeding in getting the erasers to the back of the room first wins the game. This can be varied by using bean



HON. CHARLES A. GREATHOUSE  
State Superintendent of Public Instruction for Indiana.

bags, which are to be carried to a certain mark by the first pupil and there deposited. The second pupils pick them up and return them to the third pupils in the respective rows, who repeat the exercises.

A yard stick held by the teacher a little distance above the floor over which the pupils of the lightly running lines of children jump in order furnishes a pleasant change. In warm weather many of these games are played in the open air. Some of the older children assist the teacher in carrying on the games, thereby developing a spirit of co-operation and helpfulness apparent in every room in the building.

#### In the Upper Grades.

For the grammar grades games, using the basket ball and the hand ball were the most popular. It was a genuine pleasure for me to watch one young teacher use the basket ball. At a given signal certain pupils moved plants, aquarium, etc., to a place of safety. The teacher took her stand in one corner of the room, then row at a time the children ran down the aisle and in front of the teacher. As each passed he partly turned to catch the ball thrown at him with considerable force. Pupils who failed to hold it drop out. The others ran around the room and passed the teacher for a second and third try. After this they passed to their seats and the next row took their places.

In another grade the pupils stand by their desks while the teacher from the front of the room throws to each pupil in turn. The boys are pitted against the girls. A pupil who fails to make a catch drops out. The side with the most men standing at the end of a given period wins. This game is played equally well with a hand ball. This can be varied by selecting goals in opposite corners, one for the boys and one for the girls, and throwing bean bags from one pupil to another, while the opponents do their best to intercept them. I would not have you think that this meant confusion. Quite the reverse is true.

The teacher is absolutely in control of the situation and the games are played in accordance with agreed-upon rules, with no disturbance. Every thing is reduced to a system. Windows are opened; breakable things removed; apparatus is produced without a word being said. The game starts on the instant and stops with equal promptness. The throw that is begun is not completed, the word may be cut in the middle and the children drop in their seats and take up the study of the lessons just where they were interrupted, but with a renewed vigor that more than makes up for the time spent.

#### What Play Does.

If this were all that is accomplished it would pay in every sense of the word. It does, however, do more than this.

(Concluded on Page 29)



# A PRACTICAL SYSTEM FOR PURCHASING SCHOOL EQUIPMENT

Economy in the organization and conduct of public schools is perhaps a greater problem at the present time than it has ever been in the history of American education. The constant increase in the cost of all commodities has hit the schools with peculiar force and administrative authorities are confronted, from day to day, with the difficult task of paying higher wages to teachers, higher prices for buildings, equipment, books and supplies. In spite of this the increases in revenue, if not absolutely at a standstill, are not progressing at the same ratio that the expenses are. It is well, therefore, for school officials to study carefully the purchase of all necessary equipment for schools and to practice the best economy which modern public business methods have made possible.

School boards are guilty of slipshod methods of buying to a greater degree than perhaps any other class of public bodies. Not only is this true of rural boards; the highly organized business departments of the schools in large cities are very often lax to a degree which is incomprehensible. It is but a few months ago that an inquiry into the fireproofing of school-houses in a city in the middle west revealed the fact that for more than a year work had been done without specifications, advertising, or competition of any kind. The disclosures which were made by the legal department of the city referred to were humiliating in the extreme, even though the honesty of the officials involved was in no way questioned. A well planned method of procedure in contracting for public work is at all times desirable, not merely as a means of safeguarding the school treasury, but also of protecting the integrity of officials.

Mr. Robert Morgan, clerk of the school board at Leavenworth, Kansas, has for many years made use of a buying system which has proven most successful and is well worth studying. It consists of four simple forms—a legal advertisement, a notice to bidders, a contract, and a bond.

The advertisement consists of a plain notice that bids will be received upon a certain day, date and hour, that proposals must be accompanied by a certified check and that complete particulars can be had upon application.

The following notice is then sent to intending bidders with a copy of the detailed specifications:

OFFICE OF  
THE BOARD OF EDUCATION,  
Leavenworth, Kansas.  
NOTICE.

This is to inform whomsoever it may concern that the Board of Education of the City of Leavenworth, Kansas, will receive sealed proposals at the office of the Board of Education, in the High School Building, until 8:00 o'clock P. M., for..... in accordance with specification hereto attached.

Proposals must be marked in accordance with the specification, and addressed to the President of the Board of Education, care of the Clerk of the Board of Education, High School Building, Leavenworth, Kansas.

All proposals must be made on the identical specification form hereto attached. Do not scratch or in any way change the specification form. When bidders wish to submit a supplementary bid they may do so by attaching same to specification form.

All goods asked for or work required must be delivered or completed on or before....., unless otherwise agreed.

When samples are required such samples must accompany proposal. All items asked for in the specification must be delivered free of charge and at such places as the Board of Education may designate, no charge to be made for packing.

Certified checks as called for in the specification must accompany each proposal. All successful bidders will be required to furnish a satisfactory bond to the Board of Education at the time contract is signed.

This notice together with the specification hereto attached become a part of the contract when signed by the Bidder and the President of the Board of Education, and countersigned by the Clerk of the Board of Education.

The Board of Education reserve the right to reject any and all proposals presented. By order of the Board of Education.

Clerk, Board of Education.

When contracts are awarded the following form is signed in duplicate by the officials of the school board and the contractors:

OFFICE OF  
THE BOARD OF EDUCATION,  
Leavenworth, Kansas.

## CONTRACT.

THIS AGREEMENT made and entered into this ..... day of ..... 19....., by and between..... of the City of..... County of..... State of Kansas, as party of the first part, and the Board of Education of the City of Leavenworth, County of Leavenworth, State of Kansas, as party of the second part:

WITNESSETH, That for and in consideration of the sum hereinafter mentioned the said party of the first part covenants and agrees to furnish all materials, of every kind, to fully complete the following described work, for said party of the second part, to whose entire satisfaction said materials and labor must be furnished and performed.

## SPECIFICATIONS.

(Seven blank lines here for a brief resume of the specifications.)

It is further agreed that said work will be completed on or before.....

It is further agreed that for the faithful performance of all the foregoing, the said party of the second part covenants and agrees to pay to the said party of the first part of sum of..... Dollars, (\$.....), payable ..... without interest.

IN WITNESS WHEREOF, WE, The said parties, have hereunto set our hands, the day and year first above written.

Attest:

(Three blank lines for signatures.)  
President, Board of Education.

Clerk, Board of Education.

All contracts are accompanied by a bond, of which the following is an outline:

OFFICE OF  
THE BOARD OF EDUCATION,  
Leavenworth, Kansas.

## BOND.

Know All Men By These Presents, That we, ..... of the City of Leavenworth, County of Leavenworth, and State of Kansas, as principal, and..... of the City of Leavenworth, County of Leavenworth, and State of Kansas, and..... of the City of Leavenworth, County of Leavenworth, State of Kansas as sureties, hereby bind ourselves to the Board of Education, of the City of Leavenworth, County of Leavenworth, State of Kansas, in the sum of..... to the payment of which sum, well and truly to be made, we bind ourselves, our heirs, executors and administrators, jointly and severally, firmly by these presents.

The conditions of this obligation are such, that whereas, the said..... has by agreement in writing, dated....., and made between the said..... and the Board of Education aforesaid, entered into a contract to ..... which said contract is hereby made part of this bond as fully as if set out herein in full.

Now if the said..... his executors, administrators, and heirs shall duly perform and observe all the stipulations and agreements contained in said specifications and contract, and on his or their part to be performed and observed, and hold the said Board of Education, and said School property free from

mechanics liens and claims of all kinds whatsoever, and shall perform fully the guarantee of said specifications and contract, then this obligation shall be null and void, otherwise to remain in full force and effect.

Any alteration made by agreement by and between the said..... and the said Board of Education in the terms of the contract, or the nature of the work to be done thereunder, or the giving of the said..... or his executors, administrators and heirs of any extension of time for performing the said contract or any of the stipulations therein contained, and on the part of said..... to be performed, or any forbearance on the part of the said Board of Education to the said..... his heirs, executors or administrators, shall not in any way release the said..... or his sureties or either of them from his or their liabilities under this bond.

Witnesses:

(Four blank lines.)

(Four blank lines for signatures.)

## THE JANUARY CARTOON.

To the Editor:

I have been very much interested in the cartoon in your January issue. The fact that the good German is riding to his success in an automobile gives the picture special interest, owing to the fact that the United States is unquestionably the greatest of all in the construction and use of automobiles, as a great commercial enterprise. It is possible, however, that the German is riding in a home made machine, in which case it should be labeled, "Made on American Automatic Machinery, imported into Germany." Somewhere in the machine should be found an American scientific mechanic and he might well be labeled "The Source of German Prosperity," for it is a fact that the strength of German development has come from the introduction of American machinery and the instruction by Americans of the German operatives. I think I would also change the features of the driver of the machine. I would try to make him look like a king or prince or strong man of business, and then would have him say, "I am born to my trade to work at it all my days unless I can get away to America where they will place no barriers in my way and perhaps help me to rise to the position of a foreman, or possibly a real independent business man." I would not forget "Uncle Sam." It seems so unnatural for him to be idly looking on. He ought to be turned back to the German display and busily engaged making typewriters, agricultural machinery, screw machines, fine hand tools and a thousand and one things that can be made of best quality only by the highly intelligent American or Americanized workman. Plainly visible in front of the German I would see a multitude of articles such as cutlery, all grades, but mostly of the cheapest sweat shop sort; novelties, notions and jim cracks with which Americans have not time to deal, and dolls of all sorts. I believe we have nothing to fear from Germany, but that we should be a little cautious about taking the advice of those who, though intending to do this country good, are advocating a line of school work that if it could be carried out, would tend to greatly lessen the amount of high grade advanced work done here and in its place establish a largely increased number of those who would feel that they were educated for and destined to follow during their lives one particular trade according to the rules and methods of their apprenticeship or schooling.

May the day be far in the future, if ever, when we shall adopt either the German ways of mechanical work or their system of schools. May the watchword be, America for American ideas and ideals and methods in both factory and school.

Frank Henry Selden.

Valley City, N. D., Jan. 12, 1911.



# Safeguarding the Health of School Children

By E. L. PARMENTER, County Commissioner of Schools, Iron Mountain, Mich.\*

Col. Francis W. Parker, one of the nation's great educators, when asked by a teacher what he would do under certain intolerable conditions, replied, in his characteristic way, "Do? Why, I would raise the d-d-d-dead!" The writer yields to no one in his appreciation of the work done in the public schools. But he is not blind to the fact that they have grossly neglected or ignored the one matter that is most important of all—the foundation on which all else rests—the care of the health of children in school. It becomes the duty of anyone having a guilty knowledge of these conditions to help ring an awakening bell that will raise not the dead but the living to heed "the bitter cry of the children."

A new children's crusade is needed, not by the children this time, but in their behalf and for their rescue from the intolerable conditions to which practically all, in varying degrees, are subjected in the process of getting an education. "If the fathers and mothers had actual personal knowledge of the conditions which surround their children while in school," writes a physician, "and realized the danger of such insanitary environment to the health of these children, many of the evils which now exist would soon be remedied." It is with such a hope and faith that the writer makes this appeal.

"What shall it profit a child," Dr. G. Stanley Hall asks, "if he gain the whole world of knowledge and lose his own health?" Dr. F. W. Shumway, secretary of the Michigan State Board of Health, says, "How often the remark is made to the physician by parents, 'Why, Johnny was never sick a day in his life until he began to go to school; but now there is something the matter with him most of the time.'" Dr. J. N. Hurty, secretary of the Indiana State Board of Health, reports that fully 75 per cent. of the schoolhouses of that state are insanitary, and adds: "Fully 85 per cent. of the 1,339 school children who died in Indiana in 1907 were murdered." In an address before the National Education Association, Dr. Woods Hutchinson said: "It has come to this, that we are obliged to choose between the education of the child and his health." In states having compulsory attendance laws, however, parents no longer have even this choice. Should not the fact that they are required by the law to send their children to school imply as great an obligation on our part to safeguard their health while under our charge? Our first duty is to see that no harm comes to them as a result of neglect; then, if there is any time left, let us teach them something. We have inverted this true order of importance and emphasis. Our energies have been so concentrated on the training of the child's mind that we have had no time left for attention to his physical nature.

The health of children in school should not only be maintained, but it should, on the average, improve from the time he enters school, if we both teach and practice, as any rational system of education would require, the principles of health. Any school which sacrifices the pupil's physical well-being in the process of education is a failure.

"Once upon a time the citizens of a certain city were greatly interested in the nurture and training of children, and when the question arose as to whether they should build a great



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public school or open playground, it was decided to open a playground. Now it came to pass, in the course of years, that the citizens of that city advanced so far beyond the rest of the human race that, in all the centuries since, the nations that have gone on building public schools and neglecting to open playgrounds have not been able to catch up with them even to this day.

"This is fact, not fancy. At seven years of age the Athenian lad entered the palaestra, which was essentially a playground. All the first and better half of the day was spent in gymnastics, dancing, games and play. In the afternoon there was singing, some writing, some reading, all in the open air; and then came a long period of play again. Such was the schooling of the Greek lad up to the age of ten or eleven, and it did not differ essentially up to the age of sixteen, except in the severity of the exercises. And yet the world had not ceased to marvel at the results of the Greek education. It produced the highest type of man, physically and intellectually, that the world has ever seen, which Galton says was far in advance of the modern Englishman as the modern Englishman is in advance of the native African. In physical beauty, courage and patriotism, in philosophy, literature, architecture, and art, the Greeks have been the unsurpassed models of the ages, and are still the inspiration of our schools today. But they placed the emphasis upon hygiene, exercise, games and play, which we neglect, if not ignore."\*

We hear much nowadays about "retardation" in our public schools, "the lagging half" (which might more accurately be termed the lagging whole), and other expressions indicating awakening perceptions as to some of the weak places in our system of education. Our neglect of sanitary and health conditions is more than sufficient to account for most of the retardation that our present degree of enlightenment on this subject has yet discovered. It is significant that this association, with sections devoted to art, to music, to the kindergarten, and to high school athletics, and which during the fifteen years of its existence has discussed again and again at its annual meetings almost every other conceivable aspect of the child's education, has never once until the present year included in its program any topic relating to school sanitation or the health of school children.

The blame for these defects in our system of education rests both on the home and school.

\* From "What to Do at Recess," By George Ellsworth Johnson.

As teachers and superintendents, we have weakly yielded to the public demand instead of paying attention to "first things first." The demand of parents has been, not that the health of their children be safeguarded, but that they "pass," that they be promoted and graduated. The success of the teacher and of the school has been measured almost entirely by this standard. As a consequence, the emphasis within the school system has corresponded to this pressure from without, to the neglect of the child's physical needs.

The things that affect health and power of doing work in school include the architecture of the school building, its heating, lighting, temperature, ventilation and seating; exercise, recesses, contagious diseases, disinfection, water-closets and outhouses, instruction in physiology and hygiene, sanitary and medical inspection, and physical examination. Anything approaching an adequate treatment would require for each of these topics an article as long as the present one. This paper must therefore be confined to briefly touching a few of the "high places."

Whether through personal or political considerations, regard for the principle of patronizing "home industries," or considerations of mere convenience, it has come about that local architects, often mere carpenters and contractors, are often employed to design schoolhouses; men utterly unacquainted with the sanitary requirements of lighting, heating and ventilation involved. As a result of each such unfit building, generations of children are condemned to insanitary conditions that in many cases are simply appalling. Only architects who study and design school buildings exclusively should be employed. Every state should speedily require by legislation, as some already have done, that all plans for school buildings, before adopted, shall be submitted to the department of public instruction and be approved by a staff expert in schoolhouse architecture.

"Twenty-five per cent. of the efficiency in our schools is lost," said a former state superintendent, "through defective heating and ventilation." To this should be added a further loss of twenty-five per cent from other defects in the schoolroom named above. If the scope of this paper were such as to include wastes on the instructional as well as on the health side of education, an additional twenty-five per cent., which no experienced superintendent will think too high an estimate, should be included as the result of relatively inefficient teaching compared with what might be accomplished by expert instruction. Even this appalling total of seventy-five per cent. waste of the children's health and time and the people's money by no means includes all.

Jack London, in his book "The People of the Abyss," tells how, when applying in the character of a tramp for a place to sleep at a Salvation Army lodging-house in the "East End" of London, he was required to take a bath in water in which seven others had already bathed. You, my dear sir or madam, doubtless think yourself a person of refinement, and no doubt properly so. You would refuse to wash your hands in water in which another person had already washed, nor would you allow your children to do so. But the chances are that they are constantly bathing the insides of their bodies (for that exactly describes the process) with the air in which some forty or more children have already bathed the insides of their bodies again and again. The writer

\* From a paper read before the School Board and School Officers' Section of the Upper Peninsula Educational Association.



does not feel that he can improve much on the plan of creation, but he has often thought that it might have been an advantage if air had been made to show impurities as readily as water does.

Not only are the air-ducts in school buildings generally too small, but even when adequate, two-thirds of the space is often choked up with steamcoils. Not one city building in ten is provided with the fan system of forced ventilation, and the gravity system which is in use in most of the remainder is now generally recognized as inadequate. The worst abuse of all is the common and criminal practice on the part of janitors of shutting off the fresh-air supply in cold and even in moderate weather. Fresh air is generally admitted through an opening in the basement to which is attached a swinging shutter or sash, whence it passes through coils of steam pipes and hot air flues to the school-room. Now, most city buildings are provided with boilers of insufficient capacity to both heat and adequately ventilate the rooms in cold weather. Under such conditions, the janitor sometimes has to choose between a cold building and one poorly ventilated. Knowing that he will be much more likely to "hear from" the former than the latter, he partly or entirely closes the shutter or sash that controls the admission of fresh air. Finding that this reduces the amount of his labor in shoveling coal into the furnace, removes complaints about cold rooms, and raises his credit with the school board by the good showing which he can make in economy of fuel, he continues persistently, sometimes in spite of repeated protests, to keep the shutter closed even in mild weather. In some schoolhouses it is nailed up the whole year round, thus condemning children to constant foul air.

About two years ago, the nation was horrified by a disaster in which one hundred seventy children lost their lives by the burning of a schoolhouse at Collinwood, Ohio. Immediately special sessions of boards of education were called all over the country; millions of dollars were spent in providing fire escapes and safety appliances, in tearing down unsafe buildings and providing new ones. In many places schools were closed until all necessary safeguards were provided. If an army were to invade the state from across the Canadian border and even one life should be taken, the whole state and nation would be up in arms; state legislatures would be called together; congress would be convened, and time and money would be spent without limit to repel the invaders. But every year and every day armies of disease-germs invade every community, taking daily in the nation a far greater number of school children's lives than were lost by the fire at Collinwood, and little is said and nothing adequate is done about it. The records of the State Board of Health show that in Michigan alone 7,500 persons are killed annually by contagious diseases. In summer, epidemics of these are comparatively rare; but the opening of school in the fall, bringing together a large number of children into close contact under conditions most favorable for the spread of contagion, from homes of every degree of neglect as regards sanitary conditions, is the signal for outbreaks of these diseases.

Not only do the schools thus become the most effective centers for the dissemination of disease, but the appliances for their spread from child to child could hardly be better adapted to that end if designed for the purpose. The law requires that the means of restricting and preventing dangerous communicable diseases shall be taught in every school. Then, with the perfection of inconsistency, with absolute divorce of theory and practice, pupils are allowed and practically required to use the public drink-

ing cup, which is probably the most perfect means of communicating each of the nine communicable diseases that has been devised, and which, in spite of the prohibition of many state boards of health, is still in use in probably nine-tenths of the schools of the nation.

Next after the drinking cups, the palm must be awarded to the sets of supplementary readers owned by many schools, generally without paper covers, which are each day collected and distributed promiscuously to the children of a given grade and building. Once a month, more or less, they are passed on to other buildings in rotation, so that in the course of a year they have gone through the hands of every child of that grade in every school of the city. Children cough and sneeze upon their desks and books; their hands unconsciously become infected; their fingers go into their mouths and noses, both receiving and distributing germs, and thus they are communicated to the books and materials handled. Wraps from all sorts and conditions of homes, in many cases from those where infectious diseases have been or are present, often used as bed-covers at night and in sickness, handed down from older to younger children until worn out and never disinfected or washed, are hung or packed in the school wardrobes in close contact with the wraps of other children, with the inevitable spread of not only of disease but of lice, bedbugs and other vermin. The kiln-dried air, deprived of its moisture by contact with superheated steamcoils or furnaces, becomes the chief instrument of causing nervousness and irritation of the mucous membrane lining of nose and throat, promoting colds, influenza and the prevailing catarrh with which practically all Americans are said to be afflicted; the air, depleted of its oxygen and surcharged with carbonic acid gas and waste matter, becomes, in conjunction with the already enfeebled health of the child, an almost perfect means of spreading the two diseases most fatal and most feared—pneumonia and tuberculosis.

We must pass on, with only a glance at the flushed cheeks of those children sitting within two and a half or three feet of an unscreened stove or radiator, in a temperature of over a hundred degrees; noting in passing the grotesque positions of the little ones acquiring spinal curvature, constricted chests and impaired digestion in seats so high that their feet cannot reach the floor, while others, twice as big have to double up their legs like jack-knives in order to stow them out of the way; children varying half a dozen years in age and correspondingly in size, yet all obliged to sit in seats and at desks of the same height—a practice as intolerable and unnecessary as it would be to require them all to wear clothing of the same size; often many hours a day in a temperature so high or low that study is impossible; drowsing away their time, dreaming perhaps of a recess enjoyed by other happier children, but denied in their school because the powers that be decided they "haven't time," when the same argument could be used with as much force and logic as a reason for not eating or sleeping; a majority of the pupils with defective eyesight often unsuspected, due to improper positions and bad conditions of light; and using filthy towels, darkened by long use.

One of the most common of pedagogical sayings is, "As the teacher is, so is the school." Since the superintendent selects the teachers, directs them and supervises their work, it follows that as the superintendent is, so is the teacher. But the board of education chooses the superintendent, determines the amount of assistance he is to have, fixes his salary and controls his policies. Hence, as the board of education is, so is the superintendent. But the people elect the board of education; therefore

as the people are, so is the board. So all must share the responsibility which finally rests with the people themselves.

Superintendents have a thousand things to do for every five hundred that they have time to attend to. Their crying need is for more assistance in the complex and multifarious business of caring for the bodies, minds and souls of the hundreds and thousands of little ones placed in their charge. Education is the most important business in the world, whether measured by the number of persons employed, by the amount of money expended, or by its possibilities of success or failure, of happiness or sorrow to every child and to the adult he becomes. Yet the work of organizing, systematizing and superintending it is the most inadequately provided for of any great business. Let superintendents hang out the sign, "Help wanted!" Let them acknowledge, when it comes to meeting all the high requirements included in the specifications, that, in the words of the horse dealer, "There ain't no sich hoss," instead of assuming a burden of duties that is impossible of accomplishment. State superintendents in co-operation with the United States Commissioner of Education should establish standards of assistance to which each superintendent having a given number of teachers should be entitled. With this authority to quote, the superintendent would be enabled to go before his board, unashamed and unafraid, and cite authority that would command respect and compliance. Without such standards, he fears to ask; or, asking, fails to receive.

Another cause for the lack of help needed by superintendents is found in their frequent attitude toward parents, amounting to a conspiracy of silence, and for which boards of education are oftentimes responsible. This is sometimes the result of carelessness and sometimes of an indifference toward the people that is interpreted as contempt. Thus between the schools and the people is built up a wall of separation which, intended as a defense against interference, becomes an insuperable barrier to the help that the people, as the ultimate source of power, alone can and would give, if we would trust instead of distrusting them. We have based our fears of interference too much and without sufficient warrant on the occasional complaints of the exceptional parent with a grievance, real or imaginary. Thus has come about an anomalous and wasteful condition of affairs whereby the two great factors in the education of the child, the school and the home, are each working alone, often against instead of co-operation with each other, each ignorant of what the other is trying to do.

That the people are willing to do their share is evident from the fact that they now give blindly not only their children but a large proportion of the taxes which they voluntarily impose on themselves, amounting on the average to one-third, to the cause of education. An incident that recently came to the writer's attention will serve as an illustration: In a certain city a large building had been for a third of a century a menace to the health of many generations of children. The attention of the school board had been called to it repeatedly but in vain. At the annual school meeting, its condition was reported by a volunteer committee of citizens. A motion was made, discussed and carried that five thousand dollars be appropriated for a sanitary heating and ventilating plant, though every member of the board voted against the proposition.

A further illustration and analogy may be found in the present political situation. Insurgents, are wanted; or "progressives," if you please, to deliver us from age-long abuses. These men at first must expect to have their

(Concluded on Page 29)



# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers

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WM. GEO. BRUCE - Editor and Publisher  
WM. C. BRUCE - Assistant Editor  
FRANK M. BRUCE - Business Manager  
W. J. LAKE - Eastern Representative

MILWAUKEE OFFICE - 129 Michigan Street  
Entered as second class mail matter in the Postoffice at  
Milwaukee, Wis.

NEW YORK OFFICE - 3 East 14th Street  
CHICAGO OFFICE - 163 Randolph St.

ISSUED MONTHLY - SUBSCRIPTION, \$1.00 A YEAR

## ARCHITECTS' PIRACY.

Stealing of a design by an architect is a most serious breach of professional ethics. In fact there is no other violation which so undermines the work of an architect. Unfortunately the culprit usually escapes. Plans are accepted and the defeated architect, rather than create trouble, withdraws, leaving success and added glory to his unfair competitor.

The crimes of stealing designs evidences itself in different forms and consequently in different degrees of guilt. The most common and one which even good architects are often guilty of, is so-called "adapting of ideas." Thus the New York Herald, Madison Square Garden Tower, Pilgrims' Monument at Providence and many other accepted pieces of American architecture are adaptations, pure and simple, of European buildings.

The practice of "adapting ideas" must, of course, not be confused with following definite styles of architecture or erecting buildings in keeping with certain periods. Styles are perfectly legitimate provided an honest effort is made to create something new. In school architecture there has not been so much of the "adapting of ideas" as of following styles. The Tudor, the Georgian, the Italian and Spanish Renaissance, the earlier Gothic, simplified to an extreme, have occupied the attention of architects of schools.

The most criminal form of architects' piracy is bold-faced stealing of a design and submitting it as an original for acceptance. This occurs frequently in smaller districts where school boards wish to curry local favor by cultivating home talent. The results so far as the school board is concerned are usually disastrous, in that the steal rarely fits local conditions.

A far west newspaper recently blazed the story of an excellent school building, just completed, in a town we will call X. Naturally the newspaper story was clipped by the building news service companies throughout the country. A middle west architect was one day surprised to find in his reports this newspaper story with photograph and floor plans the identical duplicate of a building he had completed two years previous. Upon charging the architect with the steal, a complete confession was made in the very first answer with a check for fifty dollars as "hush money" to save his reputation with the school board.

An Illinois architect, about three years ago, submitted plans and specifications in a Michigan school house competition. After sifting down a large number of architects and plans, the school board finally became deadlocked between the Illinois architect and another who had for years been considered the city's architect. A long fight ensued until finally the board selected another architect, who happened to be doing some work in the city during the con-

test. The Illinois architect, in the meantime, took his defeat philosophically, awaiting only the return of his plans to terminate the matter. After several months his plans were returned from a distant city instead of the Michigan town where the competition had been held. The plans adopted by the school board were almost identical with the plans submitted by the Illinois architect, while the front elevation differs only in a few minor details. The building stands as a monument to a school board's ignorance and an architect's steal.

Architects' piracy is becoming, day by day, a greater crime because of the high professional ideals fought for by such bodies as the American Institute of Architects. Standards as high as those of the lawyer and doctor are set for the members of the profession. And yet abuses are common. Necessarily where men of so great a variety of professional education are involved this is to be expected. Nevertheless, piracies must be branded as unprofessional and cannot be condemned in language too strong.

One steal ought to condemn an architect with a superintendent or a school board. Crookedness in submitting a design may be taken as a standard of moral responsibility. A preliminary piece of rottenness will make others plausible and often possible. The architect who steals ought to be ostracized by the profession and ought to be branded by every school board as the man who will always be undesirable.

## END OF THE BALTIMORE TROUBLE.

The schools of Baltimore are just coming out of a period of fierce strife involving the school board, the teaching force and the superintendent. Following a sensational public trial, early last month, the leaders of the two opposing factions in the board resigned and the mayor filled their places with prominent men who can be relied upon to act as an effectual stopper upon further exhibitions of belligerence. The board has taken steps, also, to so revise its rules concerning the rating of teachers so as to remove the chief causes for discontent among the corps and prevent a recurrence of the threatened insubordination. Several malcontents have been reprimanded for their recent activities and the press and public have united with the board in assuring cordial support to Superintendent Van Sickle for a continuance of his administrative policies.

The troubles of the Baltimore schools may be attributed to a variety of causes, all of which combined to keep up a turmoil that was not only a disgrace to the city, but also a serious menace to the efficiency of the teaching and supervisory force. Some of the underlying causes are pointed out in Mr. Chancellor's letter on a subsequent page. It was the pressure of public opinion finally which, aided by a well intentioned mayor, forced a settlement upon the warring parties and now promises to make permanent peace.

It is gratifying that after all is done Superintendent Van Sickle has come out of the conflict with every charge against him disproven, his professional reputation unscathed—a school administrator whose ability and force the public and press cannot help but admire.

## TO SUPERINTENDENTS.

The department of superintendence of the National Education Association will meet this month in Mobile. The program which has been prepared is most timely and the speakers are leading men in the educational life of the nation.

All progressive superintendents will be in attendance to gain new ideas and new inspiration, to throw off petty details and troubles of every day work. They will go back better and

bigger men, with renewed energy and a larger view of their field—better fitted to administer and supervise their school systems.

Will you be with them?

To southern school men the department of superintendence offers an opportunity to attend a national meeting close at home. The educators who at Indianapolis invited the department to come to Mobile urged the fact that many of their people cannot come to a far northern city for the meetings because of the great sacrifice of time and money demanded. The benefit to southern schools, they argued, would be great if a large proportion of their superintendents could hear the addresses of the prominent men on the program of the department and could imbibe some of the professional spirit and enthusiasm which the convention brings with it.

Southern superintendents should not fail to grasp the opportunity which is offered them in the Mobile meeting. A whole session will be devoted to the discussion of strictly southern problems. The general topic for the entire convention, "The Educational Achievement and Educational Endeavor at the Close of the First Decade of the Twentieth Century" is well calculated to give southern men a very complete review of the best present day thought on educational problems throughout the entire country.

## THE SALARY PROBLEM IN NEW YORK CITY.

Supt. Wm. H. Maxwell of New York City has recently suggested to the board of education a plan for adjusting teachers' salaries, which promise to bring to an end the long conflict between the women teachers and school authorities. It will be remembered that the Interborough Association of Women Teachers have for four or five years carried on an insistent agitation for equal pay with the men employed in the schools. Through their officers, the teachers have not only stormed the board of education, but have also importuned the state legislature to carry into effect their slogan of "equal pay for equal work." Practically all of the plans which have been suggested for solving the problem, which is largely a financial one, have been torn to pieces in the discussions which arose, or have been rejected as not feasible by the board of education.

In a recent public document, Supt. Maxwell submits three principles which should be observed in arranging a schedule of salaries. He urges, first, that the plan of payment should be such as to stimulate industry on the part of the teachers, encourage individual improvement and reward exceptional merit. It should, secondly, be of such a character as to permit the assignment of every teacher to that position or kind of work for which he or she is best fitted. It should, thirdly, permit of the organization of classes and schools in the most effective and economical manner, without reducing the salary of any teacher or making necessary the transfer of teachers from one school to another.

With these three principles in mind, Mr. Maxwell suggests a modified form of civil service promotion. He would rate teachers in one of four classes, without sex distinction, and pay them strictly according to ability. Thus, a teacher entering the service would be rated in class A (lowest class) and would be promoted to class B as soon as she should gain a permanent license. She would be advanced to a still higher class (C) upon a vote of the board of superintendents, and if she showed exceptional fitness and merit, would advance still another grade, class D.

This plan is not at all new. It is simply an adaptation of the promotion system which pre-





The Baltimore Belligerents shake hands and quit.



Increased school expenses a continual bugaboo.



Aviation is suggested as a study for high schools and colleges.

vails in a large number of small and medium sized cities in all sections of the country. It is difficult to understand why the plan was never suggested for New York before. Wherever it has been introduced it has worked simply and efficiently, and there is every reason to believe that it will fare well if introduced in the city. It is certainly worthy of consideration.

#### CONFIRM THE SCHOOL'S AUTHORITY.

The control of principals over the pupils in their schools is being reaffirmed again and again. In hearing a case in which charges of assault were brought against a superintendent by two boys in the eighth grade of a Henry County, Illinois, school, Judge Frank D. Ramsey, in the circuit court, expressed the following sound views:

"It must be admitted that a school teacher or superintendent of schools, having other teachers under his direction, stands in the relation of parent in law, and he has a right to administer reasonable punishment upon a pupil who breaks the rules of the school and refuses to recognize the authority of the teacher. In my judgment that is the first thing a pupil has to know; that is, that the teacher has authority, and the second thing for him to recognize it the same as he would recognize the order of a father in the household.

"There is no question in my mind that a teacher not only has control over a student during school hours, but he has parental control over that child on the school grounds and in a measure going to and from school. I do not think a school boy has a right to insult a school teacher on the grounds and be liable to punishment and continue to insult across the

street, just across the line from the grounds, and be free from punishment. It would be a mockery in my judgment, to say that a squad of boys could stand on the school grounds and insult a school teacher within the walls of a school building and the moment they see the teacher approaching them, seek to avoid liability by skipping away, one five feet, another ten, another twelve, just out of reach of the teacher's arm. If a teacher's authority can be disputed by a lot of boys standing on the school grounds and on the streets in that manner, we might as well turn the key in the schoolhouse doors. It is not the law, it is not right, and that is why it is not the law."

#### SMALL BOARDS AND BIG MEN.

Speaking before the State Teachers' Association at Atlantic City, Professor Hanus, of Harvard, gave utterance to an aphorism that is now receiving wider acceptance than ever before in the history of this country, and is rapidly being put into practice in the government of municipalities.

Educators throughout the country, said the Harvard professor, have found small boards of education most effective. "The smaller the board the bigger the men. The bigger the board the smaller the men. The rule seldom fails."

"Long experience," writes a New Jersey editor, "has demonstrated the fact that in most cities the method of electing members of the boards of education by wards frequently results in the choice of men who know little or nothing of the actual work of the schools, but who are experts in practical politics. Many times a seat in the board of education is taken merely to prepare the way for a place in the city council. It is a game of politics which men of large minds, who have the interests of the schools

at heart, have neither the time nor the inclination to play.

"The principle which Professor Hanus enunciated applies with peculiar aptness to boards of education, for if there is any public department from which politics and politicians should be barred it is the department of education. But it has much broader application. It is the fundamental principle of government by commission and in this sphere it is working out its most important results.

"One after another the counties of this state are adopting the system of small boards of freeholders. One after another the larger cities are taking steps in the direction of small commissions instead of large governing bodies, and nearly a hundred municipalities in other states have adopted and are satisfied with government by commission.

"Such commissions, whether constituting boards of education or other governing bodies, are generally made up of large men who are not influenced by partisan political considerations."

The true test of civilization is not the census, nor the size of cities, nor the crops—no, but the kind of man the country turns out.—Emerson.

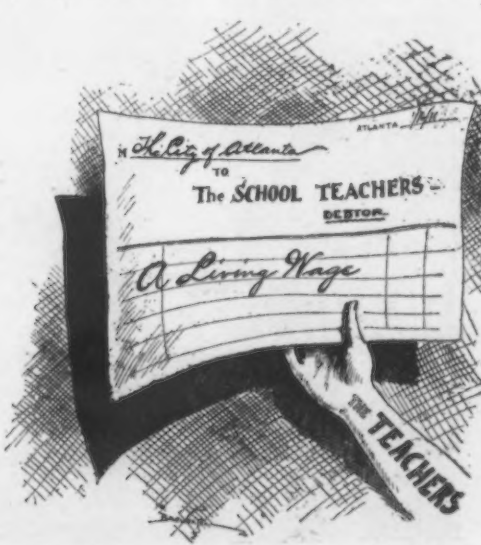
"You can predestine the condition of children by adverse and illiberal school legislation. The largest wastes are through ignorance, which paralyzes or misdirects the best forces. Knowledge saves. Wealth is not in iron ore or water power, or marble, nor in soil, but in the brain that organizes."—J. L. M. Curry.

Some men make rules; others are made by them.

Better live up to a good reputation than have to live down a bad one.



Mr. Carnegie defends the simplified (?) spelling of college students.



The Atlanta teachers continue their fight for better salaries.



Pittsburg school children are vaccinated.



# CONCRETE SCHOOLHOUSES VS. FIRE TRAPS

By JOHN T. SIMPSON, C. E., President American Concrete Steel Co., Newark, New Jersey.

Before the American Association of Portland Cement Manufacturers, New York City, December 19th, 1910.

The evolution of school buildings in the United States within the last two generations has been almost, if not quite, as great as that of the school curriculum. It is a far stretch, yet entirely within the memory of living men, from the log schoolhouses of the middle west to the modern, sanitary, fireproof schoolhouses of reinforced concrete which are now springing up all over the country.

In the east the log schoolhouse has entirely disappeared, to be replaced in some communities by buildings of frame construction or by the non-fireproof schools of brick and wood, which were thought to be practically safe from destruction by fire.

On the fourth day of March, 1908, however, there was flashed over the telegraph wires to every newspaper in this and other countries the news of a great disaster. In a brick schoolhouse, situated in Collinwood, Ohio, a suburb of Cleveland, 165 school children lost their lives through the breaking out of a fire during school hours.

The entire country was shocked. Action was taken by hundreds of school boards to make their schools safer, but in spite of all that could be done the fact remained that the schools were non-fireproof.

It has only been within the last few months that a fire destroyed the dormitory of Seton Hall, the well-known Roman Catholic college at South Orange, New Jersey, and the newspapers only a few days ago reported three disastrous fires in schools within one day, the largest one being the complete destruction of the high school at Hackensack, N. J., which caused a monetary loss of \$125,000.00. Fortunately these last fires occurred in the early morning hours before school began. It is awful to contemplate what the loss of life might have been had the fire at Hackensack broken out while the school was overcrowded with children, as was the case in Collinwood. The recent High street calamity in Newark, when, in a factory equipped with fire-escapes, dozens of girls were either burned or met death by leaping from the windows, should teach us that, notwithstanding all such precaution it avails nothing unless the building itself be constructed of fireproof materials.

The fact cannot be questioned that the immediate attention of the parents of school pupils has been brought to bear upon the safety of their children and the demand has been made that future buildings of this character be made fireproof, as nearly so as modern methods permit. It is also conceded that proper protection against fire in schoolhouses can only be had through the use of fireproof materials in construction.

The log schoolhouse was one of necessity. The pioneer of the Middle West and the far West was no different from his brethren in the East. One of the first things done after settlement was made was to erect both schoolhouse and meeting place. These were, of necessity, made of logs, because they oftentimes had to answer the double purpose of school and blockhouse.

It was but a step—a step forward, however—from the log schoolhouse to the frame building and another step to brick and wood construction and then to reinforced concrete construction—the only absolutely ideal fireproof construction known to modern science.

It must be remembered, however, that our forefathers were wise in their own generation. While the buildings erected for school purposes were built of frame and logs, highly inflammable, yet each was constructed but one story

in height, from which pupils could easily escape when in danger of fire. It is a historical fact that fires in the schoolhouses of early days occurred with regularity; yet the loss of life was as nothing compared to that of the present generation.

As the population grew in certain centers, however, land became more valuable and buildings of this character could no longer be spread over large spaces of ground. The problems of heating and ventilating also became important factors. In consequence of this schools were of necessity built high in the air, two and three, sometimes four stories in height, and even in some of our larger cities eight stories.

Concrete buildings are not new. Such structures have been standing in China for ages, perhaps longer than the pyramids themselves. Travelers in China recently happened upon a little hamlet whose residences immediately attracted the attention of members of the party. These structures were of concrete, being in almost perfect repair after standing thousands of years; for the history of the little hamlet antedated the time of the great Chinese philosopher, Confucius.

Several members of the party who were of a scientific turn of mind, discovered, to their astonishment, that the houses were built, not only of concrete, but were actually reinforced. The reinforcement consisted of bamboo rods which were in an excellent state of preservation after being imbedded in the concrete for thousands of years.

Modern building, however, is a long step forward in that the reinforcement of the concrete used in school construction, as well as in other buildings, is of steel, insuring absolute permanency.

Looking at this subject from an economic standpoint, one is astounded to learn that the fire loss in the United States amounts to the stupendous sum of \$1,500,000 a day, half the amount it takes to run the national government. In the opinion of experts this could be reduced 80 per cent by the use of fireproof material in building.

Not one person in a thousand knows perhaps that the United States Government owns buildings that cost over \$300,000,000, and is spending each year many more millions for new buildings, a number of which are now being erected of reinforced concrete. It may be a surprise, also, to many to know that not one dollar of insurance is carried on these buildings. Insurance would cost the government half a million dollars

annually. But this, owing to the fact that the buildings themselves are fireproof, is saved.

It has been learned that the difference in cost between fireproof buildings and inflammable buildings is considerably less than generally supposed, and this fact should be instrumental in discouraging the building of flimsily constructed firetraps, especially schools. During the year 1907 the fire losses in the United States exceeded the total value of all the gold, silver copper and petroleum produced in that year, and it was also found that nearly one-half of the value of all new buildings in the United States is annually destroyed by fire.

In addition to this awful waste of wealth 1,449 persons were killed and 5,654 were injured in fires during the year 1907.

Here in the United States the ordinary wood construction invites fire, requires extensive repairs and barely lives two generations. The extensive rebuilding made necessary by fires and poor construction adds to the depletion of the forests, to the spring floods and the summer droughts, to the higher cost of food and the greater expense of living. In the last ten years the cost of wood construction has doubled. The cost of reinforced concrete construction has cheapened.

A fireproof structure needs no insurance save on the interior furnishings. This difference alone, together with the cost of maintenance, and the loss from depreciation, would of itself save the entire cost of the concrete building in two generations, which is the average total life of the wood structure.

But, to return to the subject of fireproof school buildings: One of the most difficult problems of designing is that of the small school building, containing all the best equipment of plumbing, heating and ventilation, making the building absolutely fireproof and keeping the cost within a reasonable sum. That this can be successfully done has been demonstrated both at Milburn and Irvington, N. J., where in open competition the fireproof buildings were found to be practically less in cost than those of brick and wood construction.

Special attention might be called here to the small schoolhouses, which are usually built in the suburbs or small towns. In many cases the fire protection is entirely inadequate, and when once a fire does occur there is always grave danger of loss of life as well as the total destruction of the property. In the larger cities the fire-fighting facilities are greater, yet ever here the danger exists, for no matter how ex-



PUBLIC SCHOOL, No. 11, BAYONNE, N. J.  
Mr. R. C. Hutchinson, Architect, New York City.



cellent a fire department may be, there frequently occurs great loss of life, as at the recent High street disaster in Newark. It would seem, therefore, that nothing is left for school boards, who would protect the life of the child, but to build all future schoolhouses of fireproof materials.

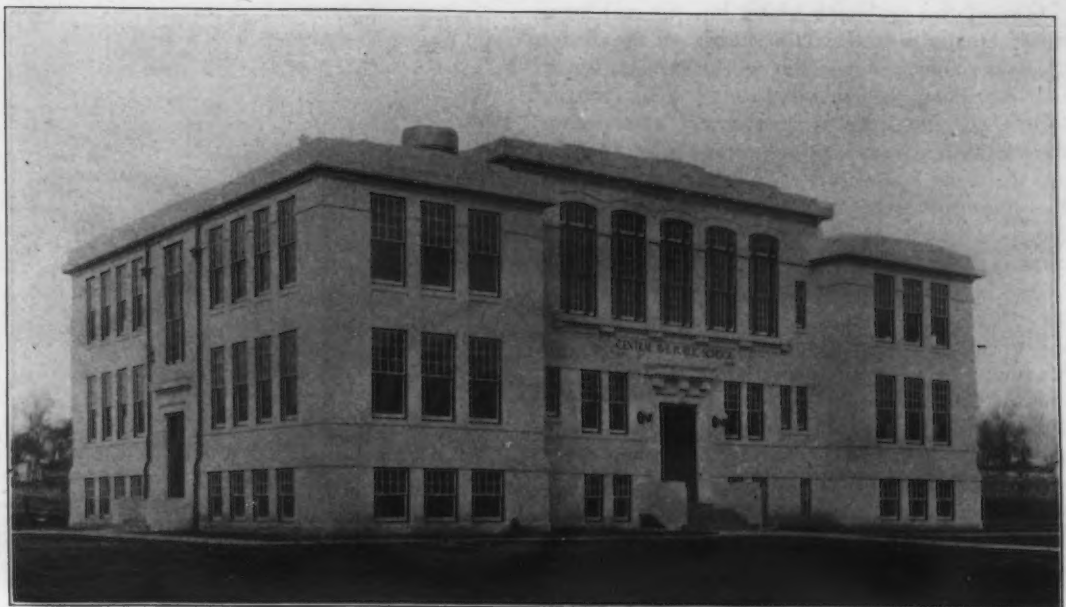
Something might be said here in reference to the misleading term of semi-fireproof. No term has done so much damage in the last few years perhaps as this, which only means the fireproofing of the corridors in schools.

The fire in Collinwood started about 10 o'clock in the morning and was supposed to have been caused by an over-heated furnace. Of what use would it have been to have had fireproof corridors in this school when the classrooms were of wood? The fire from the basement in addition to burning away the classroom floors and filling the rooms with smoke and flame, leaped out and swept through the corridors. The building itself was completely destroyed; only the outside brick walls remained standing. The floors and roof fell into the interior early in the fire.

A few weeks after the Collinwood fire the board of education at Irvington, N. J., brought out plans for the erection of a four-classroom building and the writer solicited an opportunity to submit an alternate proposition on a reinforced concrete basis. The original design called for typical brick walls with wood floor construction. When the bids were received it was found that this building could be duplicated in reinforced concrete for \$300 less than the best prices received on the basis of brick and wood. As a result, to the town of Irvington, N. J., must be given the credit of being the first to adopt this type of building for public schools in this section of the country. After several years of service the building has proven so satisfactory that the authorities have adopted this method of construction for all new schoolhouses.

While this building was in progress of construction, the members of the board of education of Summit, N. J., who were planning to erect a nine class-room and assembly building, visited the work and were so well pleased with the construction that they adopted reinforced concrete for their new Lincoln school.

The neighboring town of Chatham, N. J., a few months later obtained bids on both brick and wood and reinforced concrete. The result of the bidding showed that a reinforced concrete building could be built for the same price as the building of brick and wood. Unfortunately, however, as is often the case, the appropriation was made before the plans were drawn and as



CENTRAL AVENUE PUBLIC SCHOOL, MADISON, N. J.  
H. Kling Conklin, Architect, Madison, N. J.

the bids for a brick and wood building were taken on separate items, the board was able to contract for as much of the building as the appropriation would provide for, and later made another appropriation to finish the work. This building is an exact duplicate, in floor plan, of the building adopted about the same time by the board of education at Madison, N. J., for their Central Avenue school, and which building was built in reinforced concrete.

It should be noted that in the Chatham building the second story walls were but eight inches thick, the cornices were made of wood, the flashings of tin and the ceilings of stamped metal in order to keep the cost as low as possible; but notwithstanding this, the price for the reinforced concrete building was no more than that paid for the brick and wood structure.

At Milburn, N. J., competitive bids were taken on brick and wood and reinforced concrete on a four class room building. The average bid on the brick and wood basis was \$5,000 higher than the price on the reinforced concrete basis. One bid, however, on the brick and wood was about the same as the price on the concrete basis. The board, however, decided in favor of the reinforced concrete building.

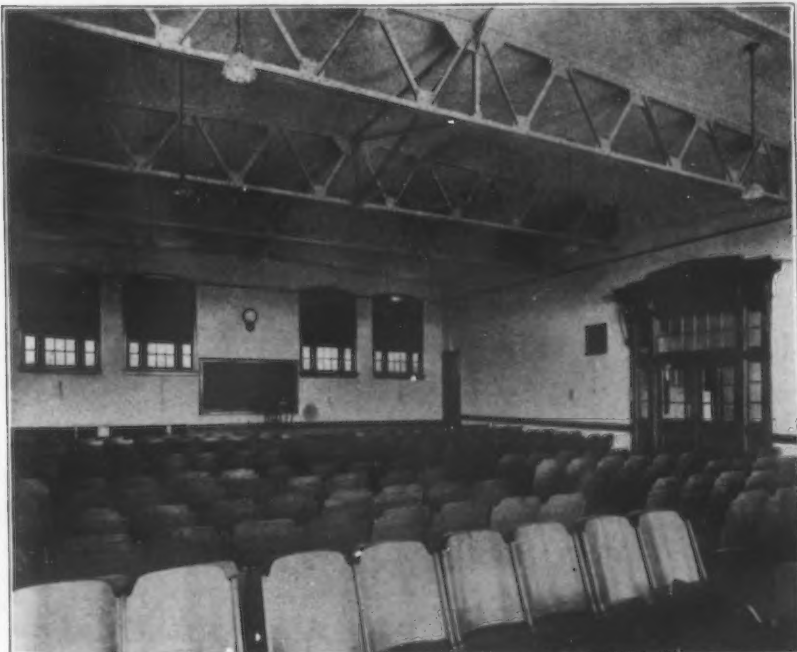
Perhaps the best example of what can be done in reinforced concrete was the result of the building on Public School No. 11 at Bayonne, N. J. This building contains twenty-seven class rooms, teachers' rooms, principal's rooms, library

and an assembly hall seating one thousand people. This does not include any of the rooms in the basement, several of which are used for class purposes.

The lowest bid received on the basis of brick and wood was \$132,700.00. The contract for the construction of the building was awarded on the reinforced concrete basis for \$111,000.00—a saving of \$21,700.00. All bids excluded heating and plumbing work.

Recently the board of education at Nutley, N. J., visited the Central Avenue school at Madison, and after making an exhaustive investigation, comparing the cost of this building with what they had formerly done in brick and wood, adopted the plans of the Madison building. Contracts have been awarded to duplicate this school at Nutley.

In the design of a reinforced concrete school building there are many short-cuts to economy which are not possible with any other material and in all the schools above referred to no changes have been made in the various items of finish, trim, painting, lighting, plumbing or heating work to obtain these low prices. In every case of competition the comparison has been fair. The specifications drawn for the original building so far as they would apply to a fireproof building, have been followed strictly. Only the best grades of materials and workmanship have been used throughout the construction.



ASSEMBLY ROOM.



TYPICAL CLASS-ROOM.

Interior Views of the Central Avenue Public School, Madison, N. J.



One of the problems which has not yet been satisfactorily solved is the finish of the floors of class rooms. While the use of cement finish for corridors, basements, stairs, coat rooms, toilets, etc., has proven satisfactory after being treated with a liquid concrete to prevent dusting up, the same construction has not been adopted for class rooms because most boards object to the children sitting with their feet on the cement.

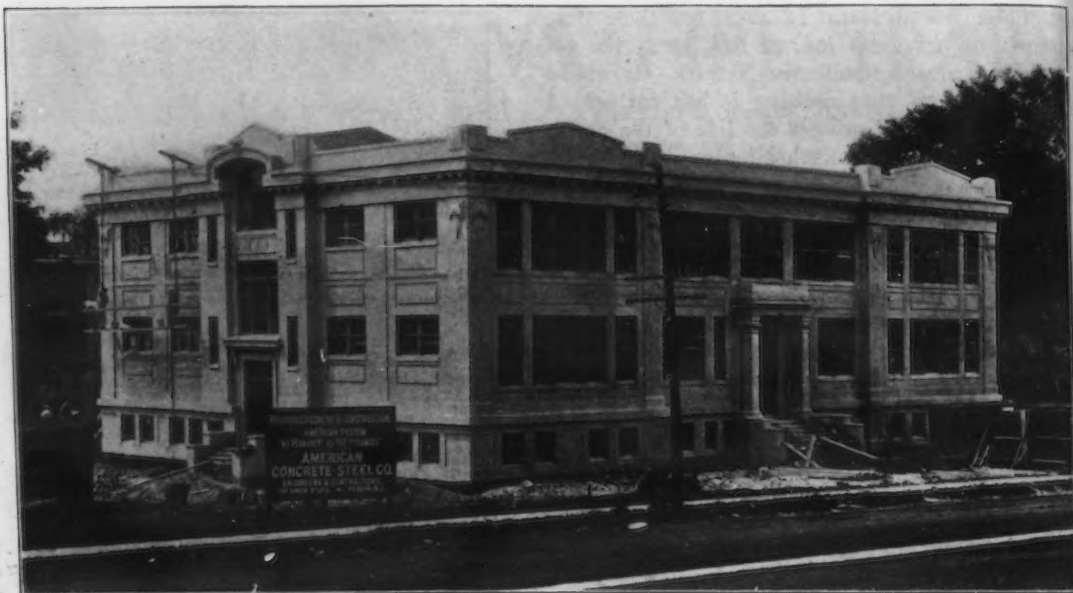
As the use of wood floor carries with it the use of wooden base, this is not an ideal finish for a school room and the writer is now endeavoring to have adopted in some future school work, cork carpets laid directly on the concrete slabs. This makes it possible to use a cement base with sanitary cove around all walls, and with the added advantage of a noiseless and warm floor. From estimates made, floor covering of this kind can be installed at about the same cost as the present method of wood finish.

As the pupils bring in more or less dirt on their feet, a great portion of which is left on the stairs, the matter of keeping the stairs clean becomes important. The former idea of applying safety treads with grooves between the rows of lead has been supplanted by the use of a sanitary tread. This is set into the cement at the time the step is finished, providing a surface level on top and at the same time supplying the necessary amount of non-slip materials to prevent accident.

The best present construction practise is to use wooden windows and doors in school buildings. Interior trim made of sheet metal is too expensive and steel sash have not proven sufficiently tight against drafts to warrant their use for this type of building. The writer is at present working on designs for hollow steel sash and hollow steel doors, which it is expected can be supplied at about the same price as is now paid for wood. In the use of steel windows and doors, trim around the same will be entirely eliminated, thus doing away with all places where dust is liable to accumulate, and at the same time, providing an absolutely fireproof construction. The blackboards also would be set in metal frames.

The installation of a vacuum system of cleaning for removing dust from the school buildings is not an expensive item, costing about \$50.00 per class room. It should be part of the equipment in all school buildings; the pipes can be connected to the chalk troughs under the blackboards for the removal of all chalk dust. Where electric current is not supplied to a building the system can be successfully operated by water motors.

The proper heating and ventilating of a



NEW LINCOLN SCHOOL, SUMMIT, N. J.  
H. P. Alan Montgomery, Architect, New York City.

school building is perhaps one of the most important items in construction. A number of systems have been devised and can be recommended for this class of work. The use of hot air heating with mechanical ventilation is still found to be satisfactory for small school buildings, though some boards prefer the use of steam or hot water under thermostatic control.

During the cold weather of January, 1910, every schoolhouse in Irvington and Summit, N. J., with the exception of School No. 5 and the Lincoln school, were closed for a length of time on account of the inability of the heating systems to make the rooms comfortable. In these two buildings, built of reinforced concrete, sessions were held for the full day with all the pupils as comfortable as usual.

This demonstrates in a practical manner that concrete buildings, being more dense than those of brick, are more easily heated.

In architectural appearance, buildings of reinforced concrete can be made more beautiful than by the use of any other material within anything like the same cost. The architect in handling this material can readily obtain at very low cost good and expressive details. The imitation of brick and stone work should not be considered, as the joints used in brick and stone work are more or less a part of the construction. In concrete, of course, they do not exist. The concrete being of one color makes it necessary to design buildings in mass rather than color.

The one essential feature of these reinforced

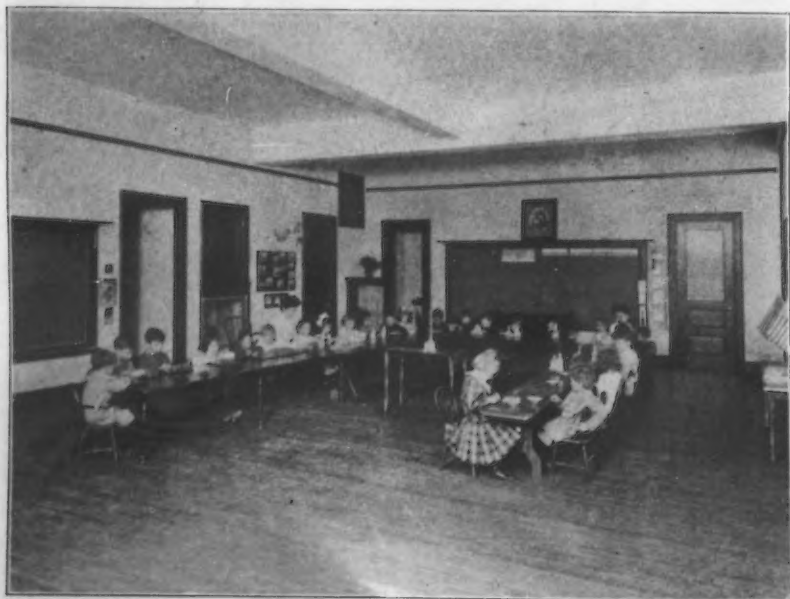
fireproof schools is that the materials used in the construction are non-inflammable. A panic from fire is impossible. The life of a child is safe. The pupils can not be, as were the children at Collinwood, buried beneath the smoldering ruins of a school house which they were compelled by law to attend. All children can, under the laws of this country, and should claim protection. Otherwise the flag which floats over the schoolhouse belies the interest which a beneficent and loving government has in the lives of the rising generation.

#### BUILDING AND FINANCE.

Architect G. C. Gardner of Springfield, Mass., has recently urged a radical revision of the Massachusetts state laws touching upon the ventilation of school buildings. The present law was passed twenty years ago and is too stringent in some of its requirements. It fails, also, to require humidity of the air with the result that the atmosphere of many school rooms is injuriously dry.

State Superintendent John F. Riggs of Iowa points in his biennial report to a wasteful condition in the handling of school funds. During the past four years the school treasurers have handled funds which, placed in bank at 2 per cent interest, would have netted at least \$440,000. In addition, the state paid in salaries, to the treasurers, not less than \$250,000. All of this money, according to Mr. Riggs, might have been saved to the schools by proper legislation.

The sum of \$1,400,000 has been appropriated



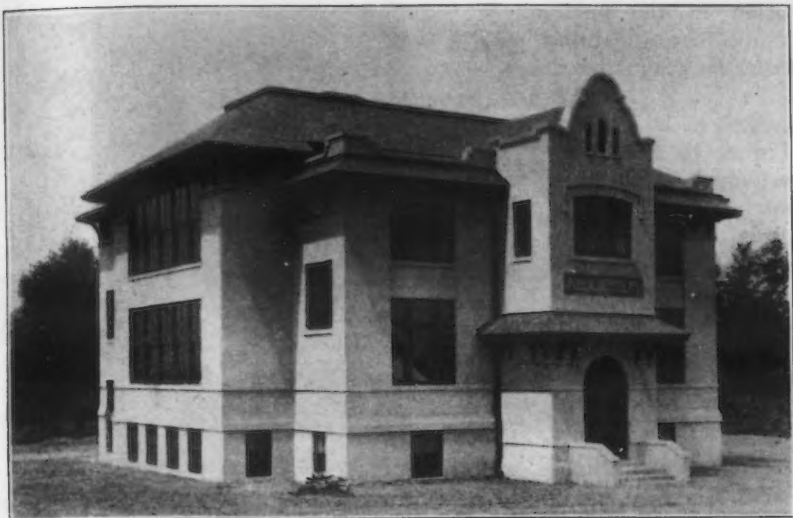
KINDERGARTEN ROOM.



TYPICAL CLASS-ROOM.

Interior Views of the New Lincoln School.





PUBLIC SCHOOL, No. 5, IRVINGTON, N. J.  
Jos. B. Allen, Architect.



CHATHAM PUBLIC SCHOOL, No. 1, CHATHAM, N. J.  
Built of brick and wood at a higher cost than the fire-proof, concrete building on page 13.

by the Philadelphia board of education for two high schools in the west end of the city.

The Salt Lake board of education has recently engaged Mr. Wm. B. Ittner of St. Louis to act as expert adviser in the planning and construction of a new high school building. Mr. Ittner has prepared the program for the competition for the selection of the plans.

The legislature of Wisconsin, in 1909, empowered the state department of education to condemn school houses. During the past year over thirty applications for condemnation were received and inspectors were detailed to make the necessary investigation. Over twenty-five school buildings have either been condemned or orders given to have them repaired. In nearly all instances the buildings inspected were found to be in a wretched condition. They did not in any sense compare with the homes in the communities in which they were located. One building condemned had served as a school house since 1848.

As an indication of the benefit of the law for condemning school houses one county superintendent writes in regard to school houses in his county which were condemned: "Both school districts have built fine up-to-date buildings, equipped them in first class shape and expect to make application for state aid next year. Everybody seems to be glad they were condemned, even those who grumbled at first. They have caught the spirit of improvement and in both cases have raised the teachers' salaries."

Denver, Colo. The school board has recently ordered all its buildings equipped with fire escapes.

Detroit, Mich. The school board has recently requested the city authorities to pave streets surrounding school buildings with creosote

blocks or other materials which will minimize the noise of traffic. So-called "quiet" pavements have been laid in front of some buildings with good results and the board is desirous that the practice be continued.

The education of the community is affected by its architecture—hence an edifice dedicated to the cause of education, above all other public buildings, ought to set the pace for taste, simplicity and dignity in the matter of form and design. If we inculcate the rising generation, by worthy example, with a correct taste in architectural expression the future will bring forth higher achievements in that direction.

The "cottage schools" idea is growing steadily in the state of Colorado. Only recently buildings of this type have been planned for Arensdale and Colorado Springs.

Public schools in Minnesota cost 40 per cent more during the last school year than they did four years previously. The biennial report of C. G. Schulz, state superintendent, shows the total disbursements in the state for public school purposes during the year ending July 31 to have been \$13,724,437. For the year ending July 31, 1906, they were \$9,820,737.

Reports of county superintendents show disbursements last year included \$7,369,243 spent for teachers' salaries, \$1,979,021 for new schoolhouses and sites and \$4,376,171 for all other purposes. The revenue consisted of \$8,560,275 raised by special and local taxes, \$3,653,417 by sale of bonds and similar means, and \$1,510,845 from state apportionment. While four-fifths of the school districts are free from debt, the total indebtedness of school districts has increased from \$5,848,790 in 1906 to \$7,724,945 in 1910.

Wages of women teachers in rural schools have increased from \$9.98 a month in 1862 to

\$42.67 last year, and last year there were 867 men and 7,852 women employed as rural school teachers. In high and graded schools last year were 731 men teachers with an average wage of \$109.98 a month, and 5,707 women with an average pay of \$55.54 a month. Total school enrollment last year was 440,082, compared with 32,560 in 1862. The number of schoolhouses has increased in the forty-eight years from 585 to 8,609, and the total value of school buildings in the state is now given at \$28,596,866. School libraries contain 1,226,551 books, valued at \$735,702.

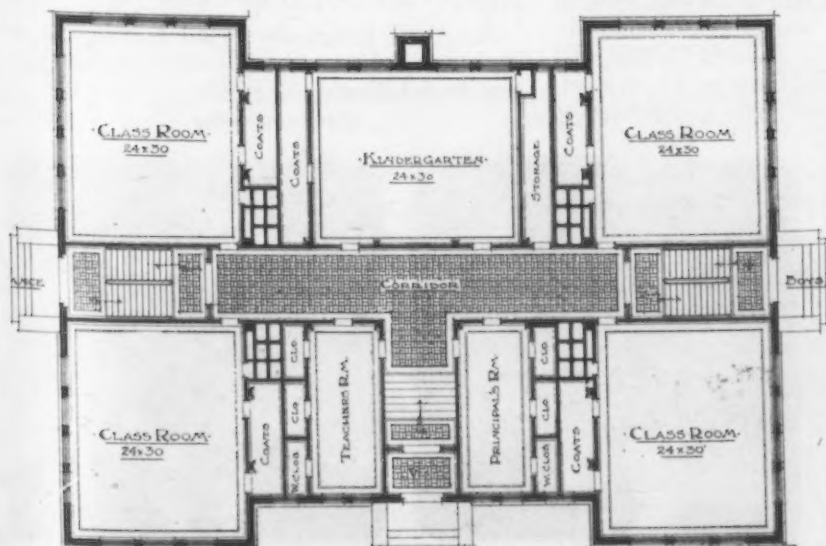
Davenport, Ia. The public schools have been equipped, since last fall, with liquid soap dispensers and paper towels. Every toilet room is equipped so that no child need enter a classroom with soiled face or hands.

Brockton, Mass. The board of education has recently divided the city into eight supervisory districts, each in charge of a principal already in the employ of the schools. Each supervisor will have charge of between 2,000 and 2,500 pupils.

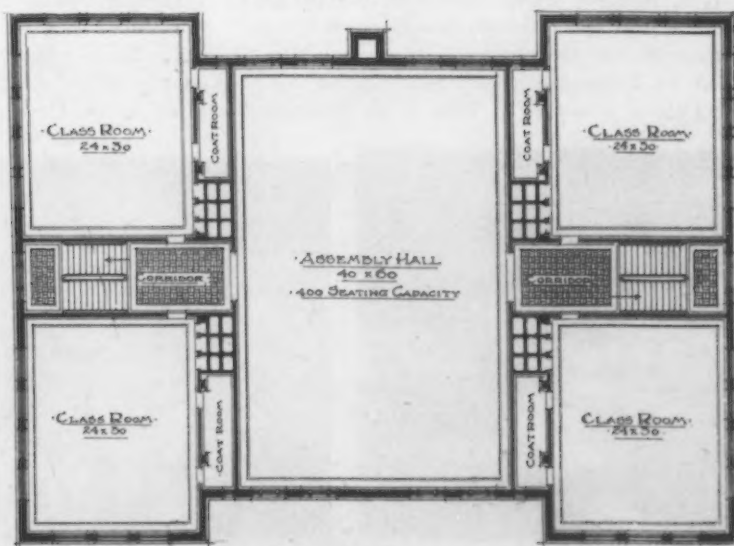
#### Mr. Ives Resigns.

Mr. W. H. Ives, vice-president and manager of the producing and editorial departments of D. C. Heath & Company, has resigned. Mr. Ives' resignation was handed to the board of directors in November and went into effect January 1, 1911. Up to the present time no successor has been appointed.

Mr. Ives was one of the principals in the recent reorganization of the Heath Company. He is a wonderful executive and possesses almost ideal qualifications as a bookman. Up to the present time Mr. Ives has made no plans for publication.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

Plans of the Central Avenue Public School, Madison, N. J., and Chatham Public School, No. 1, Chatham, N. J.  
H. King Conklin, Architect.





## OPEN NEW OFFICES.

The Christopher Sower Company, Philadelphia, formally opened their beautiful new offices at 124 North Eighteenth street, on December ninth. Mr. James L. Pennypacker, Mr. A. M. Sower and Mr. J. Miles Jamison and their wives received the guests.

Dinner was served in one of the large rooms to several hundred teachers, superintendents and friends and employes of the firm. Five-minute addresses were made by the following: Ex-Gov. Samuel W. Pennypacker of Pennsylvania, "Christopher Sower & Sons and Christopher Dock"; Dr. Edward Brooks, "The Author and the Publisher"; Mrs. Edwin C. Grice, "The Spirit in the Home"; Dr. George L. Philips, "The Publisher as a Citizen"; Miss Ann H. Hall, "The Young Teacher"; Dr. Geo. W. Flounders, "Individuality Versus Supervision"; Dr. Martin G. Brumbaugh, "Christopher Sower, the First and Second."

The Christopher Sower Company has the distinction of being not only the oldest school book house in the United States, but also the first publishing house on American soil. The business was established in 1738 by Christopher Sower in the Germantown section of Philadelphia. The first publications were almanacs and small books in the German language. In 1743, nearly forty years before Robert Aitkin completed his first English Bible, Sower issued 1,200 copies of a German translation of the sacred text. The only child of the founder of the business, Christopher Sower the Second, continued actively in the publication of books and pamphlets and gained wide popularity for his many charities. His progressive spirit may be well estimated when it is said that he undertook to cast type for his own and other printers' use and is recognized as the father of American type foundries.

The successors of the firm up to the present day have emulated the founders in progressive conservatism. They have a splendid list of text books which are favorably known and used in all sections of the country.

The present officers are: Mr. Albert M. Sower, president; Mr. James L. Pennypacker, vice-president and manager; Mr. J. Miles Jamison, secretary, and Mr. Bentley, treasurer.

## NEW EDITOR OF PUBLISHING FIRM.

Mr. William J. Pelo of Swampscott, Mass., has assumed charge of the editorial department of Silver, Burdett & Co. His selection for this important position followed closely upon the reorganization of the business management of the firm in December.

Mr. Pelo is a native of New York State and

received his early education in the public schools of that state. His professional training was begun at Harvard, where he graduated in 1894.

Immediately upon leaving college he was connected with public school work in New York State as superintendent, principal and head of a high school department. In 1903 he returned to Harvard as a special student of education in the Graduate School. At the end of his course he became assistant professor of education in the University of Kansas, and a year later became an assistant at Harvard. At the same time he acted as superintendent of the public schools of Swampscott, Mass., with great success.

Mr. Pelo is particularly well fitted for the position which he now holds, not only owing to the fact that he is a close student of educational theory and practice in the United States and foreign countries, but also because of his extended experience. He has at some time or other been actively connected with common school, high school and university work.

The School Board Journal wishes him the greatest measure of success.

## THE THOMPSON BROWN COMPANY CHANGES.

The past year has brought about many changes in the management and personnel of the older text book houses. One of the latest of such announcements is to the effect that the Thompson-Brown Company of Boston has enlarged its organization and changed its name to Johnson, Blagden & Co. The officers of the company are: Burges Johnson, New York, president; Lawrence McTurnan, Indianapolis, Ind., vice-president; Edward S. Blagden, New York, secretary-treasurer.

The Thompson-Brown Company has a history that carries back to 1844. It has furnished in its time many names famous in the educational field, either as authors or publishers. Among its early publications were Cushing's "Manual of Parliamentary Practice," Worcester's "General History," "The American Vocalist," and other famous text books. Although it cannot be said to have specialized on any one subject within the field of school and college text books, yet for many years this house has given a large place on its list to elementary and secondary mathematics. Its plans for the future include a continuation of this policy.

During the past two years the direction of the Thompson-Brown Company affairs has rested with Mr. Frank Smith of Boston, and Mr. Burges Johnson of New York. As both men continue in the councils of the new organization, the house cannot be said to have changed hands.

Burges Johnson, the new president, entered the school book field by way of general publishing. He is a graduate of Amherst College, and shortly after graduation, became literary adviser to G. P. Putnam's Sons, going later to



MR. WILLIAM J. PELO.  
Editor-in-Chief, Silver, Burdett & Company.  
Boston, Mass.

an editorial position with Everybody's Magazine and to the managing editorship of Outing. He is the author of several books.

Lawrence McTurnan, vice-president of Johnson, Blagden & Co., is widely known among school and book men through his former position as Deputy State Superintendent of Instruction in Indiana. He is a native of that state, and his rise from the position of country school teacher through various positions of honor, to county and then to deputy state superintendent, is a record that has brought him wide experience and many friends. He comes to his new place from a position as Indiana manager for D. C. Heath & Co.

Edward S. Blagden is a graduate of Harvard. He will assume the business management of the firm, a line of work for which he is well fitted by inclination and commercial business experience.

Frank Smith of Boston needs no introduction to New England school men in particular, and the educational field in general. He has been with the company for many years, entering its employ in 1896. He will manage the Boston office.

## BOOKMEN.

Harry G. Wilson is spending several months in Texas and New Mexico looking after the interests of the American Book Company. Mr. Wilson has covered southern Illinois for his firm during the past twenty years, and makes occasional trips to the far southwest.

During the past year there have been no changes in the personnel of the California agents of the American Book Company. Manager Woolsey and his four assistants have been busier than ever and have reported the largest sales in the history of the Pacific Coast branch.

Mr. C. J. Boyer, the genial Michigan agent for Allyn & Bacon, has changed his headquarters from Chicago to Detroit.

(Continued on Page 30)



MR. LAWRENCE MAC TURNAN.  
Chicago.  
Vice-President and Western Manager.



MR. BURGESS JOHNSON.  
New York City.  
President.



MR. EDWARD S. BLAGDEN.  
New York City.  
Manager.



MR. FRANK SMITH.  
Boston.  
New England Manager

New Officers of Johnson, Blagden Co. (Thompson Brown Co.)



# School Room Hygiene

## Medical Inspection Rules.

Jackson, Mich. The school board has recently introduced a system of medical inspection with the co-operation of fourteen physicians who tendered their services without charge. A school nurse has been employed at a monthly salary of \$75, and a dental clinic has been opened where needy children may be treated without cost.

The rules of the board read:

1. The inspector shall visit each school in his charge once each week at an hour to be determined by the board of education: Provided, that during an epidemic the inspection shall be daily.

2. He shall examine in the office of the school building or in a room set apart for this purpose the following:

(a) All children isolated by the school nurse or teacher as suspected cases of contagious diseases.

(b) All children who have been absent from school on account of sickness.

(c) Children returning after previous exclusion.

(d) Children sent to the inspector by the nurse or teacher for diagnosis.

(e) Children previously ordered under treatment.

3. Children will be excluded for the following diseases: Scarlet fever, diphtheria, tonsillitis, measles, mumps, smallpox, chickenpox, whooping cough, pediculosis, ringworm, impetigo, scabies, and all other contagious diseases of the skin and scalp, and contagious eye diseases.

4. Whenever a child is excluded, brief but sufficient reason therefor must be written on the exclusion card.

5. In each instance where treatment of a child not suspected of contagious disease is deemed necessary, the inspector shall fill out an official card, advising the parents to send the child to the family physician.

6. In making throat examinations the wooden tongue depressors must be used to the exclusion of all other depressors. Each depressor must be used once only. Aseptic methods must be employed in all examinations.

7. Each principal shall sign all exclusion cards for his or her building.

8. The work of the medical inspectors shall be restricted to diagnosis and advice to parents and guardians regarding the advisability of medical treatment.

9. In no case shall a physician, while acting in the capacity of inspector, write a prescription or give medical treatment except in an emergency, and then without pay.

10. In case a parent or guardian refuses to send to school a child between 7 and 16 years of age, claiming that such child is physically unable to attend, the medical inspector of that district shall furnish the truant officer a written statement regarding the child's condition.

11. Medical inspectors shall be guided by the sanitary rules adopted by the board of education and in force in the schools of this city.

12. Dental inspection shall be made by the school nurse, who shall advise parents to send their children, when necessary, to the family dentist.

13. The dental inspectors shall treat at the dental rooms of the board of education, free of cost, all children whose parents are unable to bear the expense of such treatment. The question of ability to pay shall be decided by the

board of education, or by those whom they may appoint.

14. Children must have the written permission of the school nurse before claiming the privilege of the free dental clinic.

15. If a parent or a guardian of a child objects to medical examination by the school nurse or school physician and states such objection in writing to the teacher or principal of the building, the child shall be excused from medical inspection, except in the case of contagious diseases, when the child suspected of such disease may be examined by the school nurse or physician.

## SCHOOL HYGIENE.

San Diego, Cal. The construction of a fresh air school is being considered for the Washington district. Principal Pete Ross has urged the school board to plan a one-story building, of the mission type, with sliding doors and windows, so that each room can be thrown open to the sunshine and air each day.

New Haven, Conn. Teachers in all of the elementary schools have been furnished with test cards for examining the eyesight of pupils. Tests were conducted last month under the direction of Supt. Beede.

"School tuberculosis exhibits," which may be bought or borrowed by school boards, have recently been prepared in Massachusetts under the direction of the State Commission on Hospitals for Consumptives. The exhibits consist of two large panels, about five by four feet in size, upon each of which are mounted twenty-four frames containing photographs or appropriate mottoes. A pamphlet suggesting means for demonstrating the exhibit has also been prepared and sent broadcast to teachers of the state.

Albany, N. Y. The city is shortly to have an open air school for consumptive and anemic children, under the control of the board of education. A small building has been acquired in the outskirts of the city where the class will be conducted. Superintendent Cole is working out the administrative details.

Chicago, Ill. Principal William E. Watt of the Graham school has been permitted to extend his "fresh air" experiment to twenty rooms of the building in his charge. Mr. Watt declared to the board that he could save 20 per cent of the fuel bill and greatly increase the health of children by reducing the temperature of rooms to 62 degrees and humidifying the air. In a number of rooms in which Mr. Watt has

previously experimented, he has greatly reduced the quantity of air introduced in the rooms and has placed the vent ducts near the ceiling instead of the floor.

In a recent bulletin, Health Officer J. W. Clemmer of Columbus, O., has this to say of the proposition to introduce dental inspection in the public schools:

"The dental profession in seeking to establish dental examination of school children is met with the imputation of selfish design. Dentistry has for its primary object the welfare of the people. Otherwise it could not exist. Efforts of its representatives to educate the people in the benefits of dentistry and its relation to the health and happiness of the individual, in all fairness, cannot be imputed to selfish motives. Such efforts promote professional standing and usefulness. The free clinics exemplified in Cleveland and other cities, are expressive of the professional motive to benefit mankind as the primary object."

Philadelphia, Pa. A fresh-air school for children who are in the incipient stage of tuberculosis will shortly be established under the joint auspices of the school and health authorities. Local charitable organizations will supply food and clothing and medical assistance.

Systematic medical inspection has been introduced in the schools of Minneapolis. Seven physicians and seven nurses are employed. The preliminary examinations are made for contagious diseases only and are followed by more careful inspection of eyes, ears, skin, teeth, throats and noses. Such troubles as adenoids, pediculosis, defective hearing and eyesight are looked for. The physicians are prohibited from using instruments and may not remove children's clothing.

Milwaukee, Wis. Supt. Carroll G. Pearse has recently issued an order that woolen "sweaters" must not be worn in the classrooms. Mr. Pearse objects to this wearing apparel, not only because it is frequently soiled through continued wear, but also is apt to subject the child to the danger of colds and coughs.

The Milwaukee Board of School Directors recently authorized the sale of Christmas seals of the National Red Cross Society in all the public schools. Teachers and pupils were urged to interest themselves in the sale of the stamps for the good of humanity, but were discouraged from entering any contests for individual prizes. Teachers were requested to caution pupils against importuning citizens or making themselves disagreeable in their effort to sell stamps.

"He who works with his hands only is a mechanic; he who works with hands and head is an artisan; and he who works with hands, head and heart is an artist."—Ruskin.



NEW PUBLIC SCHOOL, LAREDO, TEXAS.  
Messrs. Sutherland & Company, Architects, Laredo.



# The Convention of the Superintendents

Prospects for a Big Meeting in Mobile, February 23, 24, 25

The preparations for the meeting of the Department of Superintendence in Mobile, February 23, 24 and 25, are rapidly taking shape and the prospects are that the convention will be one of the most successful in the history of the department. Supt. S. S. Murphy, who is in charge locally, has assured the officers that the visiting school people will be entertained in genuine Southern style.

It is more than ten years since a winter convention of the National Education Association has been held in the South, and last year superintendents and teachers from southern states made a strong plea for the meeting. They promised low railroad rates, ideal weather and good assembly and hotel accommodations. All of these promises, they say, will be kept to the letter. They point with pride to the fact that they have already assured the department of the lowest railway rates and the most liberal ticket conditions which have obtained in years.

President Davidson of the Department has practically completed the program for the general sessions which are to be held in the Lyric Theater. Secretary Irwin Shepard will be in charge of the registration, in the Battle House, and will act in his usual capacity as general secretary of the association.

The program, which is subject to a final revision, is as follows:

## The Program.

### THURSDAY MORNING, FEBRUARY 23.

*Addresses of Welcome*, by Governor Emmett O'Neal of Alabama, Mayor P. J. Lyons of Mobile, and Superintendent S. S. Murphy of Mobile.

*Session Topic, A Message of Achievement from the Southland.* (1.) The Progress of Its Schools, State Superintendent H. J. Willingham, Alabama. (2.) The Ideals of Its People, Superintendent Jos. J. Gwinn, New Orleans. (3.) The Glory of Its Children, P. P. Claxton, Knoxville, Tenn.

*In Memoriam*, Warren Easton, J. B. Aswell, Natchitoches, La.

### AFTERNOON SESSION.

*Topic, The Present Status of Education in America.* (1.) In the Elementary Schools, Superintendent Ella Flagg Young, Chicago. (2.) In the Secondary Schools, Principal Ellis N. Graff, Omaha. (3.) In the Colleges and Universities, President Guy P. Benton, Oxford, Ohio.

*Discussions* led by Superintendent S. L. Heeter, St. Paul; Prof. W. H. Hand, Columbia, S. C.; Pres. J. W. Abernethy, University of Ala.

*Report of Committees on Uniform Reports and Records*, Prof. G. D. Strayer, New York.



In typewriting, the more mechanical the work of the hands, the less mechanical is the work of the mind. With the new Model 10 Smith Premier straight-line keyboard and a key-for-every-character, the hands work as a part of the machine, with a smooth, even technique, while the mind works with clear, free understanding of the work to be done—and not as a mere supervisor of the hands.

It is operators of this character who have built up the reputations of commercial schools where the new Model 10 Smith Premier is used.

**The Smith Premier Typewriter Co., Inc.**  
SYRACUSE, N. Y.

### EVENING SESSION.

Lecture—speaker and subject to be announced.

### FRIDAY, MORNING, FEBRUARY 24.

*Topic, Our Educational Advance and Improvement Over the Past.* (1.) In the City, Superintendent Chas. E. Chadsey, Denver. (2.) In the State, State Superintendent C. P. Cary, Wisconsin. (3.) In the Nation, U. S. Commissioner Elmer E. Brown, Washington, D. C.

*Discussions* led by Superintendent C. S. Foos, Reading, Pa.; State Superintendent M. L. Brittain, Georgia.

*Report of the Committee on Economy of Time in Education*, President James L. Baker, Boulder, Colo.

### AFTERNOON SESSION.

*Round Table* of state and county superintendents led by President J. G. Crabbe, Richmond, Ky. Program to be supplied.

*Round Table* of superintendents of larger cities led by Superintendent Jas. H. Phillips, Birmingham, Ala. (a.) Economic Aspects of Organization and Courses of Study, Superintendent F. B. Dyer, Cincinnati. (b.) Methods of Classification and Standards of Promotion in Their Relation to Retardation, Superintendent J. A. C. Chandler, Richmond, Va. (c.) The Problem of the Repeater, Superintendent J. H. Van Sickle, Baltimore, Md.

*Round Table* of superintendents of smaller cities led by Superintendent E. E. Scribner, Ishpeming, Mich.

*Topic, Unity of Ideals and Purposes in Teachers*, As Gained from (a) Professional Training, (b) School Supervision, (c) School Administration.

### FRIDAY EVENING.

*Address*, President George E. MacLean, University of Iowa.

### SATURDAY, MORNING, FEBRUARY 25.

*Topic, The Coming of the Humane Element in Education as Typified in* (a.) The Open Air School, speaker to be supplied. (b.) The Training of Mentally and Physically Unfortunate, Leonard P. Ayres, New York. (c.) The Peace Moment in the Schools, Mrs. F. F. Andrews, Boston. (d.) Education of the American Indian, Commissioner R. G. Valentine, Washington, D. C.

*Report of the Committee on the Mexican Centennial*, H. H. Cummings, Salt Lake City.

### AFTERNOON SESSION.

*Topic, The Progress and the True Meaning of the Practical in Education.* 1. In Agriculture, P. G. Holden, Ames, Ia. 2. In Vocational Training, President Carleton B. Gibson, Rochester, N. Y. 3. In the Balanced Course of Study, and the All-Year-Round Schools, Superintendent W. H. Elson, Cleveland.

*Discussions* led by E. E. Balcomb, Providence, R. I. Superintendent C. G. Pearse, Milwaukee; G. W. A. Luckey, Lincoln, Neb.

*Report of Committee of Universal Key Alphabet*, Edwin O. Valle, Oak Park, Ill.

### Railroad Rates.

No previous meeting has enjoyed such favorable railroad rates as the Mobile people have been able to offer the association. Superintendents who are interested should consult their local ticket agents, or the general passenger agents of the initial lines over which they will travel, as to the available rates for Mobile, the earliest date of sale of tickets, and the route by which arrival in Mobile may be assured for the afternoon of February 22, or the morning of February 23. This is urged since the open meetings of the National Committee on Agricultural Education and of the National Society for the Study of Education, occurring on Wednesday evening, the 22nd, will be of unusual interest.

Early conference with railway officials is advised since there is no uniform basis of rates from points north of the Ohio and Potomac rivers; but there are various Homeseeker's and excursion rates, effective in the north on or about February 21st, which may be lower than Mardi Gras rates, plus double locals to the gateways from which these last named apply.

The individual lines of the Southeastern Passenger Association have granted a rate of approximately one fare for the round trip on account of the Mardi Gras celebration in Mo-

bile and New Orleans. The dates of sale are February 21 to 27, inclusive, and tickets will be good until March 11. Generous stop-overs will be allowed on both the going and returning trips, information concerning which may be had from the ticket agents. The following round trip rates are announced from prominent points in the southern states: Savannah, \$15.75; Jacksonville, \$14.40; Cincinnati, \$19.85; Washington, D. C., \$25.75; Louisville, \$17.45.

The lines of the Central Passenger Association have announced similar low rates as follows: St. Louis, \$17.10; Chicago, \$24; Indianapolis, \$22.25; Council Bluffs, Ia., \$37.10; Detroit, \$30.50; Toledo, \$27.95; Cleveland, \$30.35.

The Western Passenger Association has declined to grant special rates, but there will be available from most points in its territory, a homeseekers' rate, which is exceedingly low.

The Trunk Line Passenger Association has made the usual excursion rates to connect with Mardi Gras rates. The following figures are given: New York, \$37.75; Rochester, Buffalo, Philadelphia, Harrisburg and Pittsburg, \$30.50 or \$31.75; Baltimore, \$27.75.

The lines of the Southwestern Passenger Association have authorized a rate of one fare for the round trip. From Louisiana points a charge of twenty-five cents additional will be made, and from points in Texas a charge of \$2.00 additional.

A cordial invitation has been extended to all members of the Department to visit the Tuskegee Institute of which Booker Washington is president. Special arrangements have been made with the railroads for stop-overs and side-trips to the Institute, from Chehaw or Montgomery, Ala. A circular of information has been issued by Principal Washington and may be had on request.

### Mr. Palmer Joins McCullough.

Mr. James F. McCullough has just announced that he has secured the services of George T. Palmer as manager of the McCullough Teachers' Agency. Offices will be continued at the former address, 9 Jackson Blvd., 17th floor of the Railway Exchange.

Mr. Palmer has for several years past been actively engaged in teachers' agency work. For this reason, he is intimately acquainted with the field and the superintendents and teachers who compose it. His experience will go a long way in making new friends for the agency and in increasing the business which so justly deserves it. Mr. Palmer is one of those conscientious workers who will recommend a person only when he knows he or she is fit for the place and when he knows the superintendent and the school board will be satisfied with his or her work.

We wish Mr. Palmer and the McCullough Teachers' Agency everything that is good.

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Permanent Homes, Summer Residences  
Camps, Bunk-Houses, Churches, etc.



School House

We make a specialty of Portable School Buildings. Now in use in nearly all sections of the United States. Our Patent Construction insures a building that is absolutely dry, warm, well ventilated and healthy. Correspondence solicited. Write for catalogue, plans and prices to

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# Patek's Mattcote

## A Washable Flat Tint Interior Paint--

Patek's Mattcote is a soft, rich, velvety finish for interior use on plaster, wood-work, stucco, metal ceilings, etc. It comes in all colors and is very artistic.

PATEK'S MATTCOTE is better than kalsomine, for it has a more beautiful finish, and will, by washing, last for five years, where kalsomine has to be done over every year.

### Mattcote can be washed with soap and water

Patek's Mattcote can be washed with soap and water when dirty, thus restoring all its original freshness and beauty. Patek's Mattcote is better than lead and oil paint, for it is 50 per cent to 100 per cent cheaper and the dull finish is more attractive and desirable than the glossy finish of paint.

### Patek's Mattcote Looks Fresh and New for Five Years---

Patek's Mattcote is wonderfully economical. Though costing slightly more than kalsomine and other water colors at first, it is really much cheaper in the end. It has greater covering capacity, won't blister, crack, peel or crumble, or fade. Does not change behind pictures or furniture.

One coat is practical over Patek's Mattcote Primer or over a painted surface.

Free Booklet about Patek's Mattcote, containing valuable information on interior decoration, sent on request. Write us today.

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MILWAUKEE

## Best Wall Finish for Schools

Patek's Mattcote, the dull tone finish, is recognized everywhere as *the standard* Washable Flat Wall Paint and has been quite generally adopted as the most sanitary, economical and practical finish for school buildings, dormitories, hospitals, and churches. The rich results of Patek's Mattcote on a wall at once prove its quality. The Flat Wall Finishes, which appeared on the market after the success of Patek's Mattcote, never have and never will equal this thoroughly good and conscientiously made wall finish.

### Patek's Mattcote is used in every state in the Union

Ask us for list of nationally known schools that have adopted Patek's Mattcote as the most practical and economical wall finish. These educational institutions are the very largest in their respective communities and lend weight to the argument we have always advanced.

### Test Patek's Mattcote and you will use no other wall finish.

Among educational institutions using this product are:

Appleton, Wis.	Lawrence College
Springfield, O.	New High School
Ames, Ia.	Iowa State College
Duluth, Minn.	Public Schools
Superior, Wis.	State Normal School
Green Bay, Wis.	St. Joseph's Academy
Madison, Wis.	Lathrop Hall
	University of Wisconsin
Saginaw, Mich.	Public Schools
St. Paul, Minn.	Public Schools
Toledo, O.	Public Schools

## IN THE EDITOR'S MAIL

### THE SUPERINTENDENT CARRIES THE FLAG OF TRUCE.

To the Editor:

Your editorial in the School Board Journal for January interested me so much that I am venturing to send to you this letter of comment upon the issues involved.

The subject of the editorial is the constant struggle in many places between the superintendent of schools and the board of education, and you say, very properly, that the superintendent as the head of the teachers and the subordinate of the board, is in a very trying position. You say also that while boards do often discharge good school superintendents, yet still more often they retain men whom they should discharge. With a single proviso I am inclined to accept this statement of yours: The proviso is—provided the board will then raise the salary of the position and lengthen the tenure, and secure a better man.

We don't pay school superintendents, as such, enough money, though beyond doubt, many men in our superintendencies do get more money than they earn. But consider for a few moments what the "job" is. Here is a town, for example, with 25,000 inhabitants. Just such a town as I had in mind when seven or eight years ago I wrote my first text book on school administration. There are 5,000 pupils in the schools and 125 teachers. What factory manager has such a number of persons whom he directs? And yet, in this same town are several factory managers with salaries of from \$5,000 to \$8,000. A minister with a church membership of one-tenth as many persons will have a salary equal to or larger than that of the superintendent of all the schools.

The United States Steel Corporation, with 225,000 employees, pays its president \$100,000 a year; the city of New York, with 770,000 pupils in school, over three times as many per-

sons to direct, pays its school superintendent \$10,000, one-tenth as much. The meaning of the thing is that the economic valuation of the services of the school superintendent of the greatest city of the land is one-thirteenth of the valuation of the service of the head of the greatest business enterprise of the land.

But there is another aspect of the matter that is far more important. I have visited schools in nearly every state, and I know school superintendents in every state. And I have noticed something that, to me, seems highly significant with respect to the troubles between school boards and school superintendents.

Where are and where have been "the storm centers" of this character? In Boston, Baltimore, the District of Columbia, Dayton and Chicago—to cite conspicuous instances. A score of less conspicuous instances might be added—but we do not need them to make the point. There is no storm center in Connecticut or in New Jersey, or for that matter, in half the states of the Union. Why do storms occur in some cities, often several in the same state, while no storm ever occurs in other states? I see two reasons; and I venture to set them forth for the consideration of the relatively few men of my profession who have lasted (say) ten years in office, the average experience in this office being but three and one-half years for the entire nation. Why have the states of Connecticut and New Jersey in the East and of Washington in the West such good records, while New York and Pennsylvania and Ohio have relatively bad records?

The first answer is that the record in respect to storms is apt to be bad wherever there is bi-partite, tripartite or multipartite control of the schools. Boston and Baltimore have tripartite control—the city council controls the budget, a separate building commission the grounds and buildings, and the board of education the courses of study and selection of teachers. To be specific, this tripartite control has kept down salaries in Baltimore to almost

the lowest point in America for what is, in my opinion, from a considerable knowledge of the Baltimore schools, for I lectured for a year in Johns Hopkins University to classes composed mostly of Baltimore teachers, one of the very best corps of teachers in the land. And the superintendent worked out there an intelligent and judicious plan for increasing salaries, a plan that was approved by the board of education. But this only began and did not—as it should—end the matter. The plan had to go to the council; and in going there, had to go through the newspapers. This year a handful of malcontents seized their opportunity with the newspapers and the professional politicians who live upon political storms.

There is another phase of this tripartite situation. A board of education that controls buildings and finances as well as books and teachers is pretty busy over real business and has little or no leisure to meddle with educational matters.

The second answer is even more relevant to the issue. The first answer does not explain why there are no storm centers in Connecticut, though it serves well in answering the question as to the states of New Jersey and Washington. We have multipartite control in Connecticut. But we have also a certain kind of professional and public sentiment. For several years I have been superintendent in a Connecticut town with two cities and several villages in it, and fifteen governing boards and town and district meetings. Virtually every one of the 5,000 voters is an "official superior" of mine. The case of the town of Hartford is, in some respects, even worse than that of Norwalk, and I have visited many other towns of the state. I speak by experience and personal testimony. The people of Connecticut don't stand for board members who think that they know more about educational matters than the superintendent does. The average experience of a Connecticut school superintendent is that he stays a school superintendent as long as he personally wishes. There

(Concluded on page 22)



# THE PREFERRED CLEANER OF SCHOOLS

## Educational Institutions which have chosen the "Spencer"

Adams High School, Adams, Mass.  
 Adams Street School, Phoenix, Arizona.  
 Alexandra School, Montreal, Canada.  
 Alhambra Grammar School, Los Angeles, Cal.  
 Baltimore School No. 51, Baltimore, Ohio.  
 Bristol High School, Bristol, Conn.  
 Miss Capen's School for Girls, Northampton, Mass.  
 Cincinnati Sixth District School, Cincinnati, Ohio.  
 Domestic Science Building, Toronto, Canada.  
 Douglass School, Cincinnati, Ohio.  
 East Broadway School, Louisville, Ky.  
 Edmonton High School, Edmonton, Alberta, Canada.  
 Federal School, District No. 1, Bristol, Conn.  
 Fort Wayne Tenth Ward School, Fort Wayne, Indiana.  
 Harbor School, New London, Conn.  
 Heyle Avenue School, Columbus, Ohio.  
 Hughes High School, Cincinnati, Ohio.  
 Huntington Park Union High School, Los Angeles, Cal.  
 Johnstown High School, Johnstown, N. Y.  
 Lincoln School, Akron, Ohio.  
 Lincoln School, Springfield, Mass.  
 McKinley School, Cincinnati, Ohio.  
 Montreal Technical School, Montreal, Canada.  
 Mount Hebron School, Upper Montclair, N. J.  
 New Madison School, St. Louis, Mo.  
 Noah Webster Kindergarten, Hartford, Conn.  
 Noah Webster School, Hartford, Conn.  
 Notre Dame College, Baltimore, Md.  
 Ohio Avenue Grammar School, Atlantic City, N. J.  
 Pawling School, Pawling, N. Y.  
 Plunkett School, Pittsfield, Mass.  
 Potter Avenue School, Utica, N. Y.  
 Quebec Technical School, Quebec, Canada.  
 Redlands Polytechnic High School, Redlands, Cal.  
 Rensselaer Polytechnic Institute, Troy, N. Y.  
 Richmond High School, Richmond, Indiana.  
 Roslyn Union Free School, Roslyn, Long Island, N. Y.  
 St. Augustine's Parochial School, Brooklyn, N. Y.  
 San Mateo High School, San Mateo, Cal.  
 Smith College Auditorium, Northampton, Mass.  
 Smith College Library, Northampton, Mass.  
 Society of Ethical Culture, New York City.  
 South Manchester District No. 9, So. Manchester, Conn.  
 South Manchester High School, So. Manchester, Conn.  
 State Normal School, Bowling Green, Ky.  
 Taft School, Watertown, Conn.  
 Telluride Institute, Ithaca, N. Y.  
 University of Texas Library, Austin, Texas.  
 West Broad Street School, Columbus, Ohio.  
 West Middle School, Hartford, Conn.  
 Westover School for Girls, Middlebury, Conn.  
 Whitworth School, Seattle, Wash.  
 William Dawson School, Montreal, Canada.  
 Winton Place School, Cincinnati, Ohio.  
 Yale University (Houghton Hall), New Haven, Conn.

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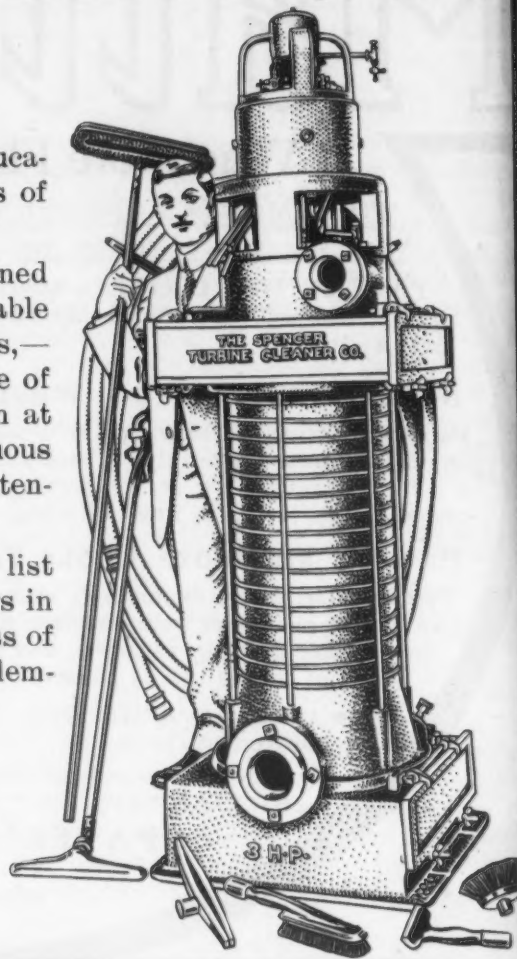
This simple, compact, self contained machine is far more efficient and durable than the piston and rotary pump outfits,—exhausts two to three times the volume of air, maintains a much stronger suction at the cleaning tool, and renders continuous satisfactory service without expert attention or repairs.

Write for catalogue together with list of installations in all kinds of buildings in all parts of the country, and the address of our nearest Agency where a thorough demonstration may be had.

## The Spencer Turbine Cleaner Co.

HARTFORD, CONN.

Agencies in All the Principal Cities



The yearly Pittsburg teachers' institutes have been divided into sections according to a new plan in that city. The sections included, respectively, first and second grades, third and fourth grades, fifth and sixth grades, seventh and eighth grades and industrial and physical training teachers, ward principals and supervisory assistants, high school teachers. Speakers and subjects were chosen with reference to the interests and needs of the grades addressed.

Milwaukee, Wis. As a means of securing closer co-operation between the teaching and supervising force in the arrangement of courses of study and the adoption of new text books, Supt. Pearse has recently requested all teachers and principals to give written suggestions for changes and improvements. Opinions are requested in particular on texts which have been in use five years or longer.

Fremont, Neb. Supt. A. H. Waterhouse has been re-elected for a term of three years.

Speaking of the need of revising high school courses, Supt. F. E. Downes of Harrisburg, Pa., recently said: "It is my firm belief, as I have frequently contended, that our high schools should better meet the needs of pupils and the demands of the public than they do along the line of special courses. Our duty is not fully rendered, it seems to me, unless we provide educational opportunity for those who, for various reasons, are unable to pursue to the end a full four-year high school course and yet are ambitious to continue their education a year or two beyond the grammar school. High school courses of study that are not elastic enough to meet such special needs as this are a long way from rendering the most efficient service to the public."

## STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Henry J. Willingham	Alabama
Kirke F. Moore	Arizona
George B. Cook	Arkansas
Edward Hyatt	California
Mrs. Katherine Cook	Colorado
C. D. Hine	Connecticut
Theodore Townsend	Delaware
Wm. M. Holloway	Florida
M. L. Brittain	Georgia
Miss Grace Shepherd	Idaho
Francis G. Blair	Illinois
Chas. A. Greathouse	Indiana
A. M. Deyoe	Iowa
E. T. Fairchild	Kansas
Ellsworth Regenstein	Kentucky
T. H. Harris	Louisiana
Payson Smith	Maine
Martin Bates Stephens	Maryland
David Snedden	Massachusetts
Luther L. Wright	Michigan
C. G. Schulz	Minnesota
J. N. Powers	Mississippi
Wm. P. Evans	Missouri
W. E. Harmon	Montana
J. W. Crabtree	Nebraska
John Edwards Bray	Nevada
Henry C. Morrison	New Hampshire
C. J. Baxter	New Jersey
J. E. Clark	New Mexico
A. S. Draper	New York
J. Y. Joyner	North Carolina
E. J. Taylor	North Dakota
*Frank W. Miller	Ohio
R. H. Wilson	Oklahoma
L. R. Alderman	Oregon
Nathan C. Schaeffer	Pennsylvania
Walter E. Ranger	Rhode Island
John E. Swearingen	South Carolina
C. G. Lawrence	South Dakota
R. L. Jones	Tennessee
F. M. Bralley	Texas
A. C. Nelson	Utah

\*Will assume office on July 1.

Mason S. Stone	Vermont
J. D. Eggleston, Jr.	Virginia
H. B. Dewey	Washington
Morris P. Shawkey	West Virginia
Chas. P. Cary	Wisconsin
Miss Rose Bird	Wyoming

## Federal Officials.

Elmer Ellsworth Brown	U. S. Commissioner
Edwin G. Dexter	Porto Rico
David P. Barrows	Philippine Islands
A. T. Stuart	District of Columbia
W. T. Lopp	Alaska

The schools cannot administer to the educational needs of the absent child and can do but little for the pupil whose attendance is more or less intermittent. Regardless of the oft-repeated criticism that the modern school demands too much of the child, some pupils succeed in covering satisfactorily the work of the respective grades without maintaining a high record of attendance. In the majority of instances, however, regular attendance, coupled with reasonable diligence and attention, is the price that must be paid for advancement in intellectual attainment.

Irregular attendance militates against the efficiency of the school because it requires the expenditure of otherwise unnecessary effort at the time on the part of the teacher in assisting delinquents to catch up with their classmates with a consequent loss to the latter; because the intermittent attendant frequently must be retained, resulting in a loss of interest and withdrawal from school before realizing the highest possible benefit therefrom; and because every pupil retained in a grade, so often the result of non-attendance, means a double expense to the school district for that particular pupil at that particular time.—Frederick Austin, Leadville, Colo.



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 Domestic Science Building, Toronto, Canada.  
 Douglass School, Cincinnati, Ohio.  
 East Broadway School, Louisville, Ky.  
 Edmonton High School, Edmonton, Alberta, Canada.  
 Federal School, District No. 1, Bristol, Conn.  
 Fort Wayne Tenth Ward School, Fort Wayne, Indiana.  
 Harbor School, New London, Conn.  
 Heyle Avenue School, Columbus, Ohio.  
 Hughes High School, Cincinnati, Ohio.  
 Huntington Park Union High School, Los Angeles, Cal.  
 Johnstown High School, Johnstown, N. Y.  
 Lincoln School, Akron, Ohio.  
 Lincoln School, Springfield, Mass.  
 McKinley School, Cincinnati, Ohio.  
 Montreal Technical School, Montreal, Canada.  
 Mount Hebron School, Upper Montclair, N. J.  
 New Madison School, St. Louis, Mo.  
 Noah Webster Kindergarten, Hartford, Conn.  
 Noah Webster School, Hartford, Conn.  
 Notre Dame College, Baltimore, Md.  
 Ohio Avenue Grammar School, Atlantic City, N. J.  
 Pawling School, Pawling, N. Y.  
 Plunkett School, Pittsfield, Mass.  
 Potter Avenue School, Utica, N. Y.  
 Quebec Technical School, Quebec, Canada.  
 Redlands Polytechnic High School, Redlands, Cal.  
 Russelae Polytechnic Institute, Troy, N. Y.  
 Richmond High School, Richmond, Indiana.  
 Roslyn Union Free School, Roslyn, Long Island, N. Y.  
 St. Augustine's Parochial School, Brooklyn, N. Y.  
 San Mateo High School, San Mateo, Cal.  
 Smith College Auditorium, Northampton, Mass.  
 Smith College Library, Northampton, Mass.  
 Society of Ethical Culture, New York City.  
 South Manchester District No. 9, So. Manchester, Conn.  
 South Manchester High School, So. Manchester, Conn.  
 State Normal School, Bowling Green, Ky.  
 Taft School, Watertown, Conn.  
 Telluride Institute, Ithaca, N. Y.  
 University of Texas Library, Austin, Texas.  
 West Broad Street School, Columbus, Ohio.  
 West Middle School, Hartford, Conn.  
 Westover School for Girls, Middlebury, Conn.  
 Whitworth School, Seattle, Wash.  
 William Dawson School, Montreal, Canada.  
 Winton Place School, Cincinnati, Ohio.  
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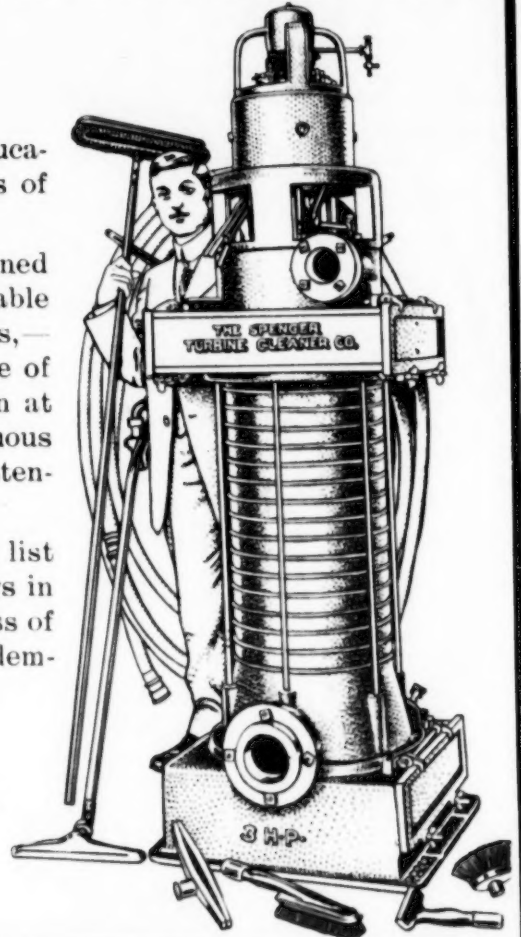
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The yearly Pittsburg teachers' institutes have been divided into sections according to a new plan in that city. The sections included, respectively, first and second grades, third and fourth grades, fifth and sixth grades, seventh and eighth grades and industrial and physical training teachers, ward principals and supervisory assistants, high school teachers. Speakers and subjects were chosen with reference to the interests and needs of the grades addressed.

Milwaukee, Wis. As a means of securing closer co-operation between the teaching and supervising force in the arrangement of courses of study and the adoption of new text books, Supt. Pearse has recently requested all teachers and principals to give written suggestions for changes and improvements. Opinions are requested in particular on texts which have been in use five years or longer.

Fremont, Neb. Supt. A. H. Waterhouse has been re-elected for a term of three years.

Speaking of the need of revising high school courses, Supt. F. E. Downes of Harrisburg, Pa., recently said: "It is my firm belief, as I have frequently contended, that our high schools should better meet the needs of pupils and the demands of the public than they do along the line of special courses. Our duty is not fully rendered, it seems to me, unless we provide educational opportunity for those who, for various reasons, are unable to pursue to the end a full four-year high school course and yet are ambitious to continue their education a year or two beyond the grammar school. High school courses of study that are not elastic enough to meet such special needs as this are a long way from rendering the most efficient service to the public."

## STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Henry J. Willingham	Alabama
Kirke F. Moore	Arizona
George B. Cook	Arkansas
Edward Hyatt	California
Mrs. Katherine Cook	Colorado
C. D. Hine	Connecticut
Theodore Townsend	Delaware
Wm. M. Holloway	Florida
M. L. Brittain	Georgia
Miss Grace Shepherd	Idaho
Francis G. Blair	Illinois
Chas. A. Greathouse	Indiana
A. M. Deyoe	Iowa
E. T. Fairchild	Kansas
Ellsworth Regenstein	Kentucky
T. H. Harris	Louisiana
Payson Smith	Maine
Martin Bates Stephens	Maryland
David Snedden	Massachusetts
Luther L. Wright	Michigan
C. G. Schulz	Minnesota
J. N. Powers	Mississippi
Wm. P. Evans	Missouri
W. E. Harmon	Montana
J. W. Crabtree	Nebraska
John Edwards Bray	Nevada
Henry C. Morrison	New Hampshire
C. J. Baxter	New Jersey
J. E. Clark	New Mexico
A. S. Draper	New York
J. Y. Joyner	North Carolina
E. J. Taylor	North Dakota
*Frank W. Miller	Ohio
R. H. Wilson	Oklahoma
L. R. Alderman	Oregon
Nathan C. Schaeffer	Pennsylvania
Walter E. Ranger	Rhode Island
John E. Swearingen	South Carolina
C. G. Lawrence	South Dakota
R. L. Jones	Tennessee
F. M. Bralley	Texas
A. C. Nelson	Utah

\*Will assume office on July 1.

Mason S. Stone	Vermont
J. D. Eggleston, Jr.	Virginia
H. B. Dewey	Washington
Morris P. Shawkey	West Virginia
Chas. P. Cary	Wisconsin
Miss Rose Bird	Wyoming

## Federal Officials.

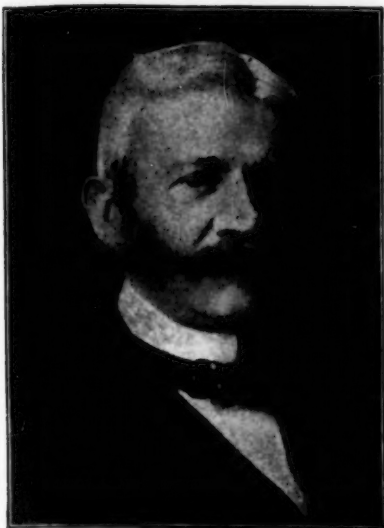
Elmer Ellsworth Brown	U. S. Commissioner
Edwin G. Dexter	Porto Rico
David P. Barrows	Philippine Islands
A. T. Stuart	District of Columbia
W. T. Lopp	Alaska

The schools cannot administer to the educational needs of the absent child and can do but little for the pupil whose attendance is more or less intermittent. Regardless of the oft-repeated criticism that the modern school demands too much of the child, some pupils succeed in covering satisfactorily the work of their respective grades without maintaining a high record of attendance. In the majority of instances, however, regular attendance, coupled with reasonable diligence and attention, is the price that must be paid for advancement in intellectual attainment.

Irregular attendance militates against the efficiency of the school because it requires the expenditure of otherwise unnecessary effort and time on the part of the teacher in assisting delinquents to catch up with their classmates, with a consequent loss to the latter; because the intermittent attendant frequently must be retained, resulting in a loss of interest and a withdrawal from school before realizing the highest possible benefit therefrom; and because every pupil retained in a grade, so often the result of non-attendance, means a double expense to the school district for that particular pupil at that particular time.—Frederick P. Austin, Leadville, Colo.



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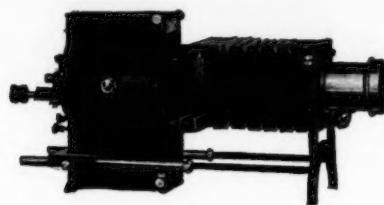
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## School Law

### RECENT DECISIONS.

Gifts in trust for the support of the public schools are gifts for charitable uses.—Trustees of New Castle Common v. Megginson, Del. 1910.

Under the Education Law of New York (Consol. Laws, c. 16, par. 635, subd. 9), as amended by the laws of 1910 (c. 140), providing that the support of any truant residing in any city employing a superintendent of schools shall be a charge against the city, truant children residing in Buffalo are city charges.—St. Agnes Training School for Girls v. Erie County, N. Y. Sup. 1910.

A de jure county superintendent of schools can recover from a de facto officer who has wrongfully intruded into the office fees and emoluments, without first having his title established in quo warranto, where his term of office has expired.—De Vigil v. Stroup, N. M. 1910.

That one in possession of the office of county superintendent of schools had a commission from the Governor did not give him such prima facie title to the office as against one who was elected thereto as precluded suit by the latter to recover fees, though no proceedings in the nature of quo warranto had been brought to question the intruder's title.—De Vigil v. Stroup, N. M., 1910.

### School District Debts and Taxation.

The constitution of Oklahoma (art. 10, par. 26) provides a complete referendum for submitting to the voters of a school district the ques-

tion whether it shall be allowed to become indebted in any manner for any purpose to an amount exceeding in any year the income and revenue provided for such year, so that the prior acts of the board of education leading up to the question called to settle that question are but preliminary to the exercise of the referendum, and are not subject to the general provisions of the constitution on the subject and the laws of the state vitalizing the same.—Board of Education of City of Sapulpa v. McMahon, Okla., 1910.

Under the laws of the state of Maryland (acts 1908, c. 635) providing increased salaries for public school teachers, according to period of service, and declaring that the county commissioners shall levy a sufficient amount to meet the increase of salaries provided for in the act, the commissioners' duty to make such levy was not discretionary, but mandatory.—County Commissioners of Worcester County v. Board of County School Commissioners of Worcester County, Md. 1910.

The board of county school commissioners charged with the control of all educational matters affecting their county by the Maryland laws (Code 1904, art. 77, pars. 3, 24) and to whom the proceeds of school taxes are payable by section 25, are the proper parties to demand the performance by county commissioners of their duty imposed (Acts 1908, c. 634) to levy a tax sufficient to pay increased salaries for public school teachers according to prescribed periods of service under the latter act.—County Commissioners of Worcester County v. Board of County School Commissioners of Worcester County, Md. 1910.

### Teachers.

Plaintiff's assignor was a teacher in a school of the third order in New York City, but was not eligible to the principalship of it because she had never held other than a teacher's license, and by an instrument in writing she agreed with the board that, on being allowed

to remain in charge of the school, she would waive all claim to the rank and pay as principal of a school of the third order whatever might be the number of classes then in the school or there might be in the future. Held that the board, having acted under the agreement, plaintiff's assignor could not recover the salary claimed to be due as principal of a school of the third order.—Sarecky v. Board of Education of City of New York, N. Y. Sup. 1910.

School boards being created for education purposes are not authorized to offer rewards for detection and punishment of crime.—Luchini v. Police Jury, La.

The Nebraska school laws providing that the board of education shall have power to elect an attorney and contract with him for a term not to exceed a year, the attorney to receive a salary of \$300 per annum, does not disable the board from employing counsel at the expense of the district in addition to its regular attorney to represent it in litigation.—State v. Melcher, Neb. 1910.

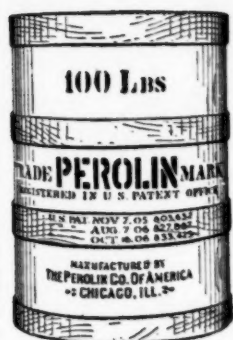
Mr. J. H. Swihart continues to represent the American Book Company in Ohio. He travels in the northern part of the state looking after high school and college book adoptions.

Mr. C. T. McCoy has been in the service of the American Book Company twenty-one years. His territory is southeastern Ohio.

Mr. R. D. Ewing, lately connected with the Denver office of the American Book Company, has been transferred to Columbus, Ohio. He succeeds Mr. R. W. Kittrell, now connected with D. C. Heath & Co.

Mr. W. E. Blake, who has looked after the interests of Ainsworth & Co. in Canada for many years, is still at it. Mr. Blake's business organization is now known as W. E. Blake & Son, Ltd. Although the junior member of the firm is not yet actively engaged in book work, present indications are that he will be a hustler.





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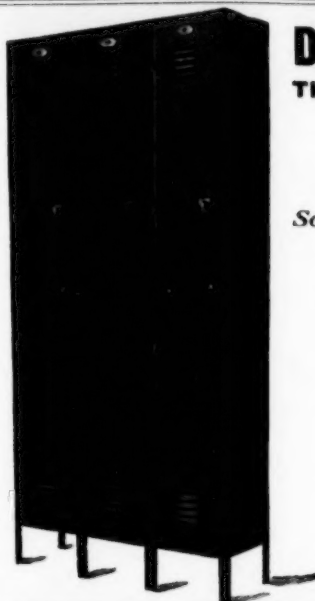
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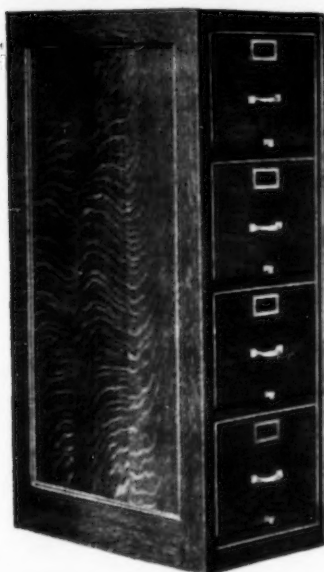
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### THE SUPERINTENDENT CARRIES THE FLAG OF TRUCE.

(Concluded from page 19)

are many middle aged and old men in Connecticut school superintendencies. And board members do not set themselves up as educational experts. They are politically too shrewd to do so. The general public hold the school superintendent in the same respect for his line as they do the minister or priest and the physician and the lawyer for theirs. They go to educators for advice; they do not bring orders to educators. I have, of course, discussed educational matters with school committee men and board visitors and with the parents who in district and town meetings put these men into office to control me; but not one of them in all these years has ever cared to give me any orders. And my experience is that of the superintendents in the hundred and more other Connecticut towns. My friends elsewhere in New England tell me the same thing except in two or three cities of Massachusetts where the multipartite system has broken down the restraints of sober judgment as to the rights and services of professional experts.

How can a doctor cure a sick man when the sick man himself prescribes the pills? No more can a school superintendent run good schools for ignorant and often disorderly children when ignorant and often ambitious men prescribe for him the books, teachers and course of study.

In its very nature, the office of the superintendent of schools is that of an intermediary between the teachers and the laymen. In a sense, he carries the flag of truce and both the teachers and the laymen should respect that flag. The teachers want better tenure, higher salaries, new buildings and more books; the laymen want economy. The superintendent is the "go-between."

What I find in every storm-center is that there is on the part of both the laymen and

of the teachers a lack of respect for the office of superintendent as such. I never find that the lack of respect is solely on the part of the laymen. On the contrary, I have found usually that the troubles begin with the teachers. And I have never yet found an instance where the teachers in stirring up the laymen on the board to trouble the school superintendent because he had too much power ever in the end gain for themselves in salary, tenure, or in anything else.

In saying this, I am not denying the right of principals and teachers to object to a man in a city school superintendency because he is incompetent or lazy or disagreeable or immoral. I am only denying their right to object to the powers of the office which in nine cases out of ten, are the real things to which they do object.

In your Journal, which goes to so many board members, you cannot emphasize too greatly or too frequently the importance of peace in school circles and the means of getting peace, which are, first, large powers for the board of education, and second, public and professional respect for the office of superintendent marked by reasonable salary and the selection of men of character and competence for it.

Very respectfully yours,

WILLIAM ESTABROOK CHANCELLOR.  
January 11, 1911.

#### Manages School and College Bureau.

Mr. H. E. Kratz, until recently superintendent of the city schools of Calumet, Mich., has purchased a controlling interest in the School and College Bureau, and has assumed the management in Chicago.

Mr. Kratz has for years been a familiar figure at national conventions of teachers and superintendents. He counts among his friends and acquaintances prominent school men from every section of the country. His long experience and

wide knowledge of school affairs in the central and eastern states makes him particularly well fitted to step into the School and College Bureau. He will undoubtedly be able to raise this well established teachers' agency to a new standard of efficiency and impress upon it the ideals of service which characterized his work as a principal and superintendent.

#### Becomes Manager of Agency.

Mr. Levy H. Beeler on January 1st became one of the managers of the Chicago office of the Fisk Teachers' Agency. The Fisk organization has thus acquired a man of exceptional powers and wide acquaintance.

Mr. Beeler's experience as an educator includes service in public school work in the states of Indiana, Ohio, Minnesota and Oklahoma. He thus is equipped with a knowledge of conditions in the field which he is to work in and also an acquaintance with many school men with whom he will have business dealings.

Mr. Beeler's professional education was received at Macalester College, St. Paul. After receiving his bachelor's degree, he entered the University of Minnesota and received the degree of M. A. Later he took two years graduate work. He was for several years superintendent of schools in Ohio, two years at the head of the English department in the Central High School, Minneapolis; two years principal of the high school in Stillwater, Minn., and two years president of Kendall College, Tulsa, Okla.

It can be truthfully said of Mr. Beeler that he is a "live wire." His rise to the presidency of Kendall College and his success at the head of this institution is testimony of his tireless energy and resourcefulness. His energy and industry should contribute much to the success of the Fisk Teachers' Agency.



### AMONG BOARDS OF EDUCATION.

"Better salaries for the teachers" is to be the slogan of the board of education of Atlanta, Ga., during the year 1911. A spirited campaign for larger appropriations for this purpose was begun several months ago and there is every reason to believe that the city council will grant all that the school authorities ask.

Mr. William P. Hopping has been recently elected president of the Tacoma board of education.

The troubles of the Baltimore board of education seem to be in the way of ending very shortly. The leaders of the two warring factions, Mr. John Semmes and Mr. Alcaeus Hooper, resigned about January first, after Mr. Hooper had been placed upon trial before the mayor of the city upon charges preferred against him by his opponent. The mayor will shortly appoint successors to Messrs. Hooper and Semmes, who are not likely to make possible a continuation of the old strife. A revision of the rules of the board have been undertaken, which will clear up the opposition of the teaching force to the secret marking system.

The difficult problem of conducting the schools of St. Paul with a reduction of \$104,000 in its budget allowance will be undertaken by the board of education. School gardens, vacation schools, social centers, afternoon shop courses, increased salaries for janitors, etc., are some of the things which have been eliminated from the program of the school authorities. In addition, it is proposed to practice the most rigid economy in the conduct of the schools, so that none of the established policies and extensions of the schools need be abrogated.

Cleveland, O. Francis H. Haserot has been elected president of the board of education.

Mr. W. W. Remington, secretary of the National Federation of State Teachers' Association, has recently sent out a circular letter requesting the names and addresses of all officers of voluntary teachers' associations. The federation is anxious to get for propaganda purposes, the following list: 1. President, secretary and executive committee of all state associations. 2. President and secretary of all organizations whose memberships represent more than one county of a state. 3. President and secretary of teachers' clubs or similar organizations in all cities of over 100,000 inhabitants.

The Federation is engaged in completing a permanent organization and has been hindered, lately, in its work through the difficulty of getting in touch with newly elected officials.

Supt. F. J. Brownscombe of Montpelier, Vt., has recently notified the school board that he would not accept re-election to his present office.

The Pennsylvania school code has been studied and discussed with great thoroughness by the professional school men of the state. The meeting of the state teachers' association during the Christmas holidays was devoted entirely to the proposed new law. The only feature objected to, seriously, was the state board of education, which men like Supt. Schaeffer consider a useless addition to the administrative machinery and apt to hinder rather than help the state department of education.

The code is now before the various local boards of education. These are finding much fault, according to press reports, with the provisions relating to the organization and powers of their bodies. The Philadelphia and Pittsburg politicians, too, are finding much to criticize with the new order to be established in their strongholds. Particularly do they object to the reduction of the duties of local boards, and the removal of control over school taxes and school board finance. It will be interesting to watch the progress of the code when the numerous conflicting political, educational and commercial interests begin their onslaught on the legislature.

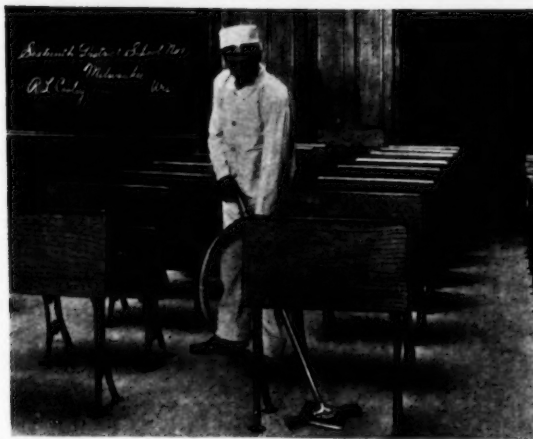
Congress has recently appropriated the sum of \$9,000 for the employment of specialists in higher education, rural education and school hygiene under the direction of the Bureau of Education. A proposition to make the specialists permanent employees of the government was defeated.

Supt. B. B. Jackson of Moline, Ill., recently resigned his position.

School buildings in Illinois cities may be used for social and neighborhood gatherings according to a decision of State Superintendent Francis G. Blair.

S. A. Mynders, superintendent of schools at Knoxville, has been tendered the presidency of the West Tennessee State Normal School, to be established at Memphis. Mr. Mynders was formerly state superintendent of Tennessee and is widely known throughout the South as an able and vigorous educational propagandist.

Supt. R. E. Denfield of Duluth, Minn., has been re-elected for a period of three years. The board of education fixed the compensation at \$4,250 for the first year, with annual increases of \$250.



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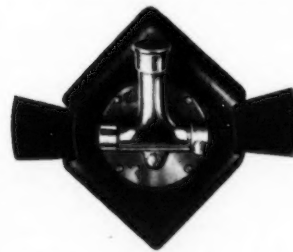
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Syracuse, N. Y. A committee of the board of education has recently formulated a plan for the establishment of a vocational high school for such boys and girls as do not want to avail themselves of the regular high school courses. The committee proposes that the school provide a broad, general training with the fundamental principles of several trades and occupations. Students are to be trained for entering upon positions in industrial and commercial life and in the home rather than for college. The policy of the school is to be practical training, combined with academic study, taught by teachers of experience, not only in the classroom, but in the shop and counting room and in the home. The board has accepted the committee's suggestions and will take steps to erect a building for 1,000 students.

The commission plan of government for the city schools is the most radical step proposed for legislative enactment in the state of Iowa. It is claimed by its promoters that it will result in wide-open publicity in school matters and provide for the initiative, referendum and recall on school questions. The reformation of school management contemplates a city-wide system of enlarged, equipped and supervised school playgrounds; permits the use of school buildings for "social center" purposes, and is intended to give more thorough and practical education to the masses. The movement had its inception in Des Moines, where a committee of citizens formulated a bill.

Wilmington, Del. The board of education has recently determined upon a fixed method of insuring its property against fire losses. Twenty-five per cent of the cost value of buildings and their contents is deducted from the totals as indestructible material. Of the remaining 75 per cent, the board insures 40 per cent.

The New York city board of education has recently reaffirmed its policy against promoting married teachers to principalships and other higher places in the teaching force. The board in December won a suit brought by a teacher who desired to establish her right to promotion. At a meeting, in January, it refused to appoint as principal, a married woman, who stood

in line to become the head of a large school.

New York City. The board of education has recently established the supervision of janitors. Mr. Frank W. Meyer, chairman of the committee on buildings, will shortly appoint a superintendent of janitors who will look after the cleaning and maintenance of buildings.

Mr. Geo. H. Elwell has recently been re-elected for a second term as president of the Minneapolis board of education.

Public school buildings in Minneapolis will shortly be used as civic centers if plans of the board of education and of local social workers materialize. A committee appointed by Mr. George Elwell, president of the board, is drafting a comprehensive program for activities which will be most suitable to local conditions.

Columbus, Ohio. Dr. Edward Herbst, newly elected president of the board of education, has reduced the number of committees from fifteen to six. Each member of the board will serve on one committee only. Another innovation, by Mr. Herbst, is the privilege permitted to committees of choosing their own chairman.

New Orleans, La. Penny lunches will shortly be established in two school buildings.

The school board of Omaha, Neb., has recently been reduced in membership from fifteen to twelve. Mr. A. C. Kennedy was re-elected president for the year 1911.

Worcester, Mass. The public education association has begun an agitation for reducing the size of the school committee. A board of seven or nine men is urged to replace the present body of thirty-one members.

Mrs. Martha J. Farwell, a member of the school board at Brockton, Mass., recently retired after twenty-nine years of continuous service. Mrs. Farwell was the oldest woman school committee member in New England in point of service.

Public school children in Lincoln, Neb., have recently started a correspondence with the Minneapolis public school children with the view of getting information about wheat. The first batch of letters from Lincoln have been received by Supt. C. B. Jordan who distributed them among the pupils of the seventh grade. Pupils in the same grade in Lincoln, not only

want replies to their questions about wheat, but they made requests for post cards, pictures or books, that will illuminate the subject of handling wheat and converting it into flour. In return, they offered to send information to the Minneapolis school children in regard to anything in Nebraska that may be of interest to them. Dr. Jordan approves of the idea, and will see that the letters are answered.

The idea is a good one. It is a modified form of a plan that has been put into practice abroad during the last few years and that showed greater progress last summer than ever before. This goes farther than an exchange of letters between school children; it provides for an interchange of visits. The English schoolboy or schoolgirl goes over to Germany to spend a vacation, for instance, with the parents of the German schoolboy or schoolgirl who is spending a vacation with his or her parents in England. Last summer parties of English school children, in charge of teachers, took a camping outfit and traveled over a large section of continental Europe. They were entertained in the different places they visited, shown the country and instructed in its manners and customs. Next summer parties from the continent will make an exchange visit to the United Kingdom.

Madison, N. J. The board of education recently dedicated the new Central Avenue Public School the plans of which were printed in the Journal in April of last year. The building was completed at a cost of \$45,325 and has been declared one of the finest schools in the state of New Jersey. The building is entirely fireproof since nothing but cement concrete entered into the construction. It was originally planned to make the walls of brick, but later the plans were changed to provide for cement only. The principal address at the dedication exercises was delivered by Dr. J. H. Hulsart, superintendent of the Morris County public schools.

Milwaukee, Wis. The school board has given authority for the appointment of a dental inspector on the staff of the medical inspector of schools. The local dental association will shortly establish a clinic, at which children referred for treatment by the inspector, will be attended to without cost.



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### Paradise of Childhood.

By Edward Wiebe. Edited by Milton Bradley. Revised by Jenny B. Merrill, director of kindergartens, New York City. 308 pages, illustrated. Milton Bradley Co., Springfield, Mass.

Kindergartens, mothers, educators, will find this golden jubilee edition of great value. It is almost encyclopedic. The statement regarding some aspects of the kindergarten of today expresses the trend of modern thought in this direction. Some of the hard and fast ideas of the past are shown to be limited in scope, based upon merely the details of the gifts and occupations, while Froebel's views on broader lines are ignored. The plates in the chapter on drawing, brush work, choice of color are simply fascinating. It is argued that too much time has been given to purely mathematical work. Still it must be admitted that geometrical forms are the foundation of all forms of plant life, of most forms of animal life, and of all architectural work. The pendulum of reaction should not swing too far. But in Part II by Edward Wiebe, geometry is supreme in the development of the twenty gifts. Many beautiful combinations appear among the nearly two thousand figures. They would be wonderfully effective as designs for oil cloths, tiling, inlaid work in wood. Well, forty years ago the kindergarten system had not yet made a place for itself in the United States. However, the fundamental ideas of Froebel vitalize every page of this section.

The biography is the outcome of a course of lectures given in 1895. All available letters

and other first-hand material have been utilized to form a faithful picture of Froebel's life. The story of his neglected childhood, his fragmentary bits of schooling, his changing occupations, is pathetic. Even in his boyhood new facts were unsatisfactory. He was always seeking for "hidden connections and an underlying unity in all things." Brought into contact with Pestalozzi, he came into his own—a genius, like his master—he completed that reformer's system. Small schools were started in several places, either by Froebel or his followers. His energies were finally centered upon a school for training kindergarten teachers. A sketch map of central Germany and illustrations throw light upon the homes and working places of this pioneer in one educational reform.

### Life in the Roman World of Nero and St. Paul.

By T. G. Tucker, University of Melbourne. 447 pages. Price \$2.50 net. The Macmillan Co., New York, Chicago.

By limiting his study of the Roman world to the time of the Emperor Nero, Professor Tucker is able to give a more distinct impression of the life of the Romans in the city and in the provinces than would be possible to a writer who proposed to himself a wider range. The extent of the empire, the provisions, administration and taxation, are some of the topics treated in addition to the home life of the Romans and their social and religious condition. The scandals in the "high life" of the time are purposely omitted, which for the general reader is, we think, just as well. The novelists have exploited that phase of Roman life sufficiently well, and it is rather a relief to find it missing in a book of this kind. The work is copiously illustrated and there are three very useful maps.

### The Man Without a Country.

By Edward Everett Hale. Edited by William Aspenwall Bradley. Cloth. 100 pages. Chas. E. Merrill Co. New York.

It is always a pleasure to welcome the publication of this truly American story. It cannot

be reprinted too often. It is essentially a story which makes men better and more loyal citizens of this our country.

The introduction to the Merrill text is good. It is divided into a study of Dr. Hale and a study of his memorable story. The notes explaining the text are not exhaustive, but explain all that need be said on the teacher's part. The story, My Double, and How He Undid Me, which was first published in the Atlantic Monthly in 1859, is added.

### Vom Ersten bis zum Letzten Schuss.

By Hans Wachenhusen. Edited by T. H. Bayley. 169 pages. Price \$0.35. The Macmillan Co.

Few writers are so well equipped to give an account of a war as the author of this volume, who, as correspondent of the Cologne Gazette, was everywhere during the Franco-Prussian War. Previously he had acted as war correspondent for German newspapers; in fact, as early as the Crimean War he was at the Turkish headquarters. This gives the volume authenticity.

From a literary point of view it is excellent. The author without hesitation gives all his descriptions a personal touch. His experiences are as interesting as a newspaper man can make them. The language is choice and simple. It is of that fresh, easy style which students can grasp and understand without a prolific vocabulary or broad experience. The notes and vocabulary are complete. The appendix by "the general editor" are good.

### The Crown of Wild Olive; and The Queen of the Air.

By John Ruskin. Edited with notes and introduction by Wightman F. Melton. 371 pages. Price \$0.25 net. The Macmillan Co., New York, Chicago.

Environment is a potent factor in the formation of character. In John Ruskin's childhood home the best poetry, the finest romances, the Bible, were household words. Ruskin said him-



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self that "he could no more recall the time when he did not know the Waverly Novels than when he did not know the Bible." No wonder that in "The Crown of Wild Olives" work is full of Biblical phrases and allusions and that "The Queen of the Air" is saturated with Greek mythology.

An analysis of the lecture "Work" is given as a suggestion of what may be done with the other lectures. The list of subjects for composition based on points in the lectures, has a wide range of theme. The titles of Ruskin's chief works is in order of their publication, a point of more significance than is always supposed. Fully one-fourth of this edition is allowed to clear, concise, and helpful notes. Ruskin is full of glancing allusions.

#### An Essay on Burns.

By Thomas Carlyle. Edited by J. W. Abernethy, Berkeley Institute, Brooklyn. 129 pages. Chas. E. Merrill Co., New York.

The introduction, containing a biographical sketch, the notes and especially the topics for study, show expert work. A bibliography and a glossary complete the editorial work. Eight of the most familiar poems of Burns, with portraits of Carlyle and Burns are not unimportant additions to this number of "Merrill's English Texts" in which the prose-poet of Scotland has written brilliantly and sympathetically of the national poet of Scotland.

#### A History of the United States.

By S. E. Forman. 419 pages. Price, \$1 net. The Century Co., New York.

Proportion is of prime importance. This history of the United States, of more than 400 pages, covering ground between 1400 and 1907, is well proportioned. The periods of discovery, colonization, revolution, are given due space and dignity. By the way, on page 149, is an outline having some unique points for a review of the war of the revolution. However, these periods have not been allowed to cramp the space due the story of the marvelous growth of the middle west and the Pacific coast. A small, but interesting sketch map shows that in 1800 the center of population was near Baltimore. The westward movement, noted every decade, shows that in 1900 the center was toward half way across Indiana. Beginning with mention of the national highway, from Cumberland, Va., to Jefferson City, Mo., the Erie canal, the growth of railroads and inland steamers, have suitable and seasonable mention in connection with the account of our commercial, industrial and social development. Anecdotes are left out. There is no room for them. Quotations are few and short, usually from an

authority on some special topic or period. The style has clearness, attractiveness, strength and dignity.

The working value of the subject matter is enlarged by good review questions, review and reading references, found at the ends of the chapters. These references are definite to particular pages of named books. Another aid is fifteen pages of topics for outline recitation. Arranged knowledge gives pupils a feeling of power. Stiffer work is afforded in outlines for intensive reviews on "The French in North America," "Treaties," "Financial Matters," "Education," and other great subjects. Besides the twelve colored maps, over sixty smaller ones tell of opening of means of communication, military movements in our wars, admission of states, and much more of interest and value. The pictures are not numbered. It would take some time to count them, but they are many. The faces of our presidents, from Washington to Taft, look out upon us. Groups of confederate generals, of union generals, of our finest authors have been obtained. Some illustrations are out-of-the-common in a book of this character; as the realistic, yet noble statue of The Puritan, by Saint Gaudens; the bust of Peary, by Partridge; a part of one of the leaden plates found at the mouth of the Muskingum river, bearing an inscription that the land around belonged to France; the first telegraphic message; some of the modern wonders of electricity.

The character of this book, with its aids of maps, pictures, outlines, references, make easier the laboratory method of studying history in our secondary schools.

#### The Rivals.

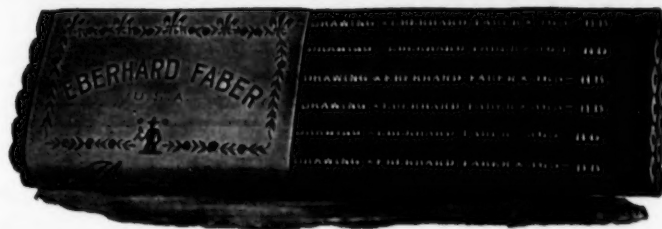
By Richard Brinsley Sheridan. Introduction and notes by J. Q. Adams, Cornell University. 126 pages. Price, twenty-five cents. Houghton Mifflin Co., Boston.

The editorial work shows the marks of a high standard of accuracy. The text is a copy of the edition that Sheridan himself prepared for the press. This edition is really an original authority, as no manuscript of "The Rivals" exists. All verbal changes from this edition have been noted on page 130. Even a few stage directions—inserted for the assistance of the reader—have also been noted. The editor is more than desirous to separate his alterations and additions from the only authentic version of this play.

The biographical sketch notes the brilliant success in play-writing and in politics making the career of Sheridan in early and middle life, the family misfortune and financial reverses clouding his last years. The analysis of "The

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Rivals" shows it to be a comedy of intrigue, of wit, of humor and of society; that its aim was to make ridiculous the moral lachrymose comedy prevailing in the latter half of the eighteenth century; that its faults are the results of the youth and inexperience of the author. In spite of these faults it has for nearly a century and a half kept its place in theatrical repertory.

The face of Sheridan, from a portrait taken by Sir Joshua Reynolds, a map of the city of Balk for 1776, a facsimile of the title page of the first edition, are attractive features.

#### Pilgrim Stories.

By Margaret B. Pumphrey. Cloth. 256 pages. Price, \$0.45. Rand, McNally & Company, New York, Chicago.

Telling a story well is a fine art. These stories were first given orally. Because a class in a primary school desired to read for themselves what was being told them, these stories were mimeographed, simply illustrated, and used as reading lessons. Better reading and a wish to know more of this period than these lessons gave were two good results of previous good work.

Children play a charmingly natural part in the old home in Scrooby, in the second home in Amsterdam and Seiden, on the long ocean voyage, at the first landing, where was had the first proper washing day since sailing. Here boys gathered brushwood for a fire, girls spread clothes upon the bushes to dry; then both gathered quantities of nuts from under the yellow brown leaves of a hickory tree. Homely touches are used artistically. In Amsterdam, buying drinking water in brass cans from Mevrouw Vedder, in her flat little boat, in the new world, picking wild berries in the woods or digging clams on the beach give an air of reality to the home life of those days. In the finest sense of the word the style is picturesque, since each story in its setting, its incidents, its characters, forms a picture. And in the struggles and dangers of pioneer life the children are always helpful, quick-witted and brave.

Girls in close caps, long cloaks, longer gowns, boys in broad collars and buckled shoes, seem quaint, even old. But their faces, intent, glad or frightened, are the faces of tender childhood or growing youth. Many are the possibilities of skillful line drawing.

The arithmetic leaflets published by THE BRITTON PRINTING CO., Cleveland, Ohio, commence with simple yet practical problems, such as will interest and instruct the second-grade children; the problems for each higher grade being chosen and arranged to meet the requirements of pupils in that particular grade. Send for price list.



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### The Golden Hour.

Stories and poems for opening exercises in the school room. By Prudence Lewis. 360 pages. The Bobbs-Merrill Company, Indianapolis.

"The Golden Hour" is a collection of stories and poems chosen, as the author says, "for their ethical value" and intended to serve as a basis for ethical training in grade schools. The selection has been made with considerable discrimination and will afford many useful text for teachers in their efforts to inculcate respect for action and will afford many useful texts for other virtues which are fundamental in the building of character.

### Literature in the School.

By John S. Welch, Salt Lake City. 236 pages. Price, \$1.25. Silver, Burdett & Company, New York.

"Literature in the School," by John S. Welch, formerly supervisor of grammar grades, Salt Lake City public schools, is a book destined for much inspiring service. The volume does not belie its appearance. It is a practical book on the aims, methods and interpretation of literature teaching, well worth purchasing. No pedagogical library should be without it. The introduction has an invaluable discussion on the merits of the "trade" versus the "literature" school. The author's style is careful but never tedious. He has succeeded in avoiding the usual apostrophes to the glories of literature, so tiresome to the student of methods in the teaching of English.

### Corneille's Nicomede.

Edited by G. H. Clarke. Price, \$0.35. The Macmillan Co., New York.

An excellent "precis" of the origin and development of the French drama; an equally good treatise on French prosody; a biography of the author, and an interesting analysis of the character of the play, form the introduction to the text.

Great praise is due to the careful annotation throwing light upon the many obscurities of this specimen of the classical epoch of France. Other features worthy of commendation

are: A summary of the chief grammatical difficulties occurring in the text; words and phrases for viva voce drill; sentences on syntax and idioms for practice; passages for translation into French and subjects for free composition based on each scene of the five acts.

### Lamy's Voyage Du Novice Jean-Paul.

Adapted and edited by D. Devaux. Price, \$0.35. The Macmillan Co., New York.

The author attempts to awaken the sympathy of the youth of France for Canada la France d'Amerique. Forty-nine pages of interesting text; copious notes; a full vocabulary, the paradigms of all irregular verbs occurring in the text; words and phrases for viva voce translation and passages for re-translation into French are features deserving of commendation.

### Ohio Pupil's Books.

The board of control of the Ohio Teachers' and Pupils' Reading Circles has recently selected books for the Pupils' Circle. For each of the twelve years of the common school course three books have been chosen. The books are as follows:

First year—So-Fat and Mew-mew (Heath), That's Why Stories (Newson), Free & Treadwell Primer (Row-Peterson).

Second year—Old Stories (Am. Book Co.), Robinson Crusoe Reader (A. Flanagan), Rackety Packetty House (Century Co.).

Third year—Told in a Boy's Pocket (Thompson-Brown), Child Stories from the Masters (Rand-McNally), Home Life in All Lands (Lippincott).

Fourth year—Little Mitchell (Atkinson), Mary of Plymouth (Am. Book Co.), True Bird Stories (Houghton Mifflin).

Fifth year—Grandpa's Little Girls (Penn Pub. Co.), Jack Bushveld (Longman), Manuel in Mexico (Little-Brown).

Sixth year—The Queen's Page (Bobbs-Merrill), Panama Canal (Newson), Ben, the Black Bear (Scribner's).

Seventh year—Knighthood in Germ and Flower (Little-Brown), Anne of Green Gables

(Doubleday-Page), American Inventors and Inventions (Silver-Burdett).

Eighth year—Wagner's Operas (Bobbs-Merrill), Last of the Mohicans (Holt), Side Lights in American History (Macmillan).

Ninth year—The Queen's Company (Lippincott), Florence Nightingale (Appleton), Industrial Studies in the United States (Ginn).

Tenth year—Classic Myths (Ginn), Abraham Lincoln (Putnam), Freshman Co-ed (Penn. Pub. Co.).

Eleventh year—Romance of the American Navy (Putnam), Sketches of Great Painters (Silver-Burdett), The Young Trainmaster (Doubleday-Page).

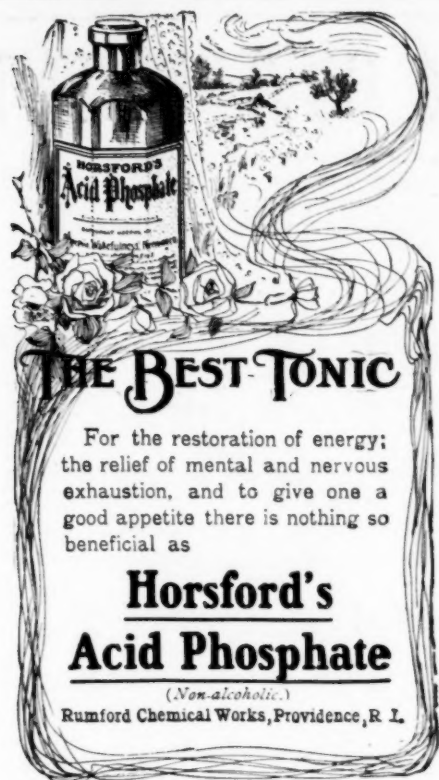
Twelfth year—Literary Pilgrimages in North-east (Silver-Burdett), Men Who Made the Nation (Macmillan), Rhoda of the Underground (Sturgis & Walton).

Rand, McNally & Co., Chicago, have recently published a commercial geography by Prof. E. V. Robinson of the University of Minnesota. The book is a remarkable treatment of commercial geography and one of great power.

One hundred and twenty cities and towns have adopted The New Webster-Cooley Course in English either entire or in part within the first year of its publication, including the following cities of over 100,000 population—Baltimore (Md.), New Haven (Ct.), Atlanta (Ga.), Paterson (N. J.), and St. Joseph (Mo.).

Miss Nellie B. Allen of the Fitchburg State Normal School is author of a new book entitled, "Industrial Studies: United States." The author in a pleasing narrative style takes her young readers with her from the cotton fields of the south to the great plains of the west and guides them through mines and factories. She explains the different processes of industry, tells what lead to their introduction and traces the relation which each bears to the geography and physiography of the country. She aims to lead her readers to gain a practical knowledge of the United States through a study of its industries.





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#### Wished to Understand.

Many truths that children might easily understand are lost to them by elders using language beyond their ken.

A certain well-known popular orator had an audience of children one evening, and, talking to them about the absolute workings of the law of God, he said:

"The earth revolves in majestic splendor about that glowing and extraordinary orb, the sun, and the sun, in its immensity ruled by an immutable law, moves in supernal glory about the distant, unknown, almost unseeable Arcturus, and in the yet more distant stellar constellation shining in unparalleled splendor is Riga, that—"

He paused to make his words more effective, but it was an unfortunate halt, for there piped up from a front row the voice of a small lad:

"Say, mister, get down to my age."



#### No Time.

Professor's Wife (entering the study): I would like to say good ni—

The Professor (absently): Never mind now. Tell me in the morning.

#### Kathederblueth.

Professor: "Wenn Sie im Krieg 'ne Kugel pfeifen hoeren, brauchen Sie keine Angst mehr zu haben, die Kugel ist schon laengst vorbei. Wenn Sie aber die Kugel nicht pfeifen hoeren, dann sehen Sie sich vor, dasz Sie nicht getroffen werden."

#### Working Off Stock.

Sunday School Teacher—Willie, why did you strike that little boy; don't you know that you should return good for evil?

Willie—Yes'm, but you see I've done that so often that I got an awful lot of evil on hand, an' I got to unload it somehow.

One member of a Sunday school infant class had died, and the leader, anxious to remove a sad impression from the minds of the other babies, expatiated on the joys of heaven and the wisdom of so living as to insure residence there.

"Now, dears," she finished sweetly, "tell me what kind of children go to heaven."

"Dead ones," was the truthful but startling reply.

Three boys, aged 4, 5 and 6, were talking of their respective Sunday schools.

"I'd rather go to the Episcopal Sunday school," said the elder.

"I wouldn't," thus the middle one. "I'd rather go to the Methodist. Where'd you rather go?" turning to the 3-year-old.

"I'd rather go to the Hippodrome," little brother replied.

#### Overheard.

An enthusiastic man from the West was proclaiming to Superintendent Brumbaugh, of Philadelphia, the giant strides that were being made in all matters educational in that great section of our country.

"Why, out there," he exclaimed, "we are building schoolhouses to beat the devil!"

"Well," quickly replied Dr. Brumbaugh, "that's what they are for!"

#### Why He Opposed Bible.

Some time ago the question of having the Bible read in the public schools was agitated at Minneapolis. As everyone knows, Minneapolis and St. Paul, the twin cities, are very jealous rivals, and neither city thinks that any good can come out of the other.

A Swede was on the school board that was to decide the Bible question. He took a decided stand against letting the Bible be used in the Minneapolis schools in any way. In his speech to the board he gave his reason.

"I bin lookin' in that Bible," said he, "and I see it tells all about St. Paul and don't say anything about Minneapolis. We don't want any such book in our schools."

#### His Reason.

Jones: I tell you education is the greatest thing—

Johnson: Right you are. Without it, it would be quite impossible to flimflam the fellows who have none of it.

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A color chart showing the twenty colors in which our crayons are made will also be sent.

**Joseph Dixon Crucible Co., Jersey City, N. J.**

#### He Won.

A Boston schoolmaster gleefully tells this story at his own expense. Noticing a crowd of urchins clustered around a dog of doubtful pedigree, he, with fatherly interest, asked:

"What are you doing, boys?"

"Swappin' lies," was the answer. "Feller that tells the biggest one gets the pup."

"Shocking, shocking!" exclaimed the teacher. "Why, when I was your age I never thought of telling an untruth."

"Youse win," chorused the urchins. "Teacher, the dog's yours."

A teacher was trying to convey to a 6-year-old pupil some conception of beauty considered in the abstract, and its power to move the human heart, but the little girl was slow to grasp the idea.

"Suppose, Nellie," said the teacher, "your mamma should fill a vase with lovely flowers and place them in the center of the dining table. What would your papa say when he first saw them, on sitting down to eat?"

"He'd say, 'What are those weeds doing here?'" promptly replied Nellie.

#### Only a School.

Stranger: What a cheerless, depressing building that is.

Native: O, that's only a school. If you like fine architecture, just go down the street and see our new jail.



#### Fit for That.

Mistress: Did your sister get that place in the government service for which she took a civil service examination?

Maid: No'm. She fell down on spelling and geography.

Mistress: Poor girl. What is she doing now?

Maid: Teaching school out to home.

## A SIGN POST

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Scott, Foresman & Company, Chicago and New York

PUBLISHED 1910

**HIGH SCHOOL ENGLISH, BOOK ONE**

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just completed, shows a heavy increase over the highest previous total of **Remington Typewriters** used in business schools. It shows a **2 to 1** Remington majority over any other typewriter.

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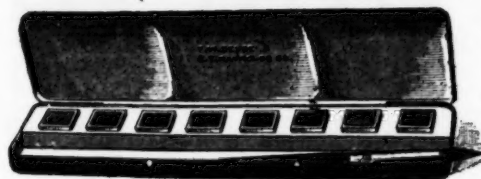


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Box 118 has eight half-pans: Crimson, Gamboge, New Blue, New Green, Orange, Violet, Warm Gray, Cold Gray; and a No. 7 Brush.

**T**HE Devoe policy has been to make Devoe School Water Colors better than the average kind. We have thought more of your satisfaction than of our profit; it has proven a wise thing to do, for we've gained both by doing it.

Devoe School Colors come in various color assortments put up in attractive boxes; the one shown above is an inexpensive one, in wide demand.

Our line of artist materials is complete; Oil and Water Colors; Wood Stains for manual training; Stencil Colors and a very complete line of brushes.

Special prices to schools and teachers.

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### IS OUR PRESENT HIGH SCHOOL SYSTEM INEFFICIENT.

(Concluded from page 4)

it is time to profit by our mistakes and get down to practical results.

So much for the value of cultural education, the basis of all education. No one attempts to deny that this can be greatly supplemented and assisted by a broader application to the concrete problems of life.

### SAFEGUARDING THE HEALTH OF SCHOOL CHILDREN.

(Concluded from Page 9)

motives questioned, and to be misjudged by their fellow-workers. But in the end they will find, as the insurgents in congress have found, that the people are with them. In the end they will be able to say triumphantly to the apologists and defenders of ancient wrongs, in the words of Theodore Roosevelt, "The difference between you and us is that we trust the people, and you don't."

The cures for most of these evils are neither costly nor difficult to find. But however great the cost, they would be cheap compared with the consequences of neglecting them. Horace Mann, one of the greatest leaders of educational reform in the last century, in an address at the dedication of an institution for boys, said in closing, "All this expense is worth while if it should be the means of saving only one boy." Afterwards, one of his hearers said to him, "Mr. Mann, didn't you put that a little too strong?" "No," was the reply, "not if it were my boy."

### ORGANIZED PLAY.

(Continued from Page 6)

First, it trains the class to execute commands promptly. In this respect it produces the same effects as military drill.

Second, it produces a good moral tone. No exasperating snicker runs through the room when a pupil misses.

Third, the physical effect on teacher and pupils is wholly good. The big boys do not slouch in their seats. They sit better and stand straight and erect.

Fourth, it is an incalculable aid to good discipline. In fact, it takes away all need for discipline.

In short, it develops the cardinal virtues of prompt obedience, fair play, courtesy, self control and no ridicule.

The pupils accept the game as a part of the regular program to be introduced at any time when needed to remove traces of fatigue. The game need not be long, a half minute to two minutes, with a longer period once or twice a day is sufficient.

The teacher who is weak in discipline must go slowly. Only the quiet games can be used at first. As self control develops others can be introduced. Under no circumstances should the teacher allow the class to get out from under her control.

Formal calisthenic exercises do not compare in value with play such as this. It needs no costly, cumbersome apparatus. It brings the spirit of true play into the classrooms. It eliminates entirely the spirit of lawlessness. It is just play—free and joyous.

### USE OF THE SCHOOL PLANT.

Supt. Martin G. Brumbaugh of Philadelphia has recently given public expression to the policy to which the public schools of the Quaker city are committed in the use of the school plant. He said:

"The school plant, its physical appointments, belong to the people, and should be used freely

by the people for all sorts of educational activities that do not lie specifically within the range of the school. We are passing rapidly from the old and narrow idea that the schoolhouse is a place to educate children of a certain age in a defined way, to an understanding of the fact that the schoolhouses are the people's forum—to be used by the people for every wholesome, intellectual, social and moral purpose that makes for the common good; that, in fact, the schoolhouse should be open day and night for every legitimate use the community as a whole can vision; that only partisan activities—those in which not all the taxpayers can consistently participate—shall be barred the use of the school building."

School districts in Illinois paid \$1,685,708 more in teachers' salaries last year than they paid in 1908-1909.

This fact is shown by figures compiled by F. G. Blair, superintendent of public instruction.

The table prepared by the superintendent shows a growth in all classes of expenditures for school purposes by the different districts. In 1908-1909 all the districts in the state paid to men teachers \$2,570,102, while last winter they paid \$2,707,805. Women teachers in graded schools received \$10,143,260 in 1908-1909, and in 1909-1910, \$10,913,467. Men teachers in ungraded schools received \$952,790 two years ago and \$1,003,013 last year, and women teachers in ungraded schools \$2,535,908 in 1908-1909, and \$2,573,484 in 1909-1910.

These figures show also that the women get the big share of the salaries. Last year all the men teachers in Illinois received only \$3,800,818, while the women teachers of the state received a total of \$13,486,951.

The total amount of money expended by districts in the state for school purposes for the last term of school, 1909-1910 was \$35,617,715. This is an increase over the previous year of \$1,291,101.



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all kinds of blackboardsFor 70 years the standard for use on  
all kinds of blackboards

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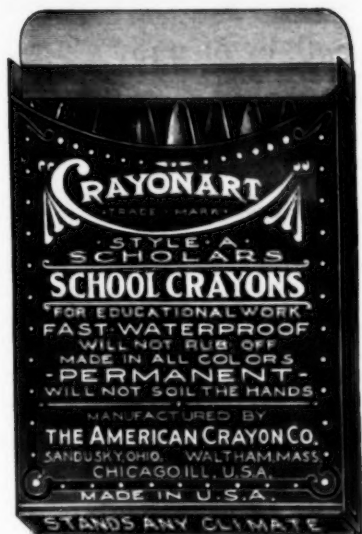
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Used for intermediate classes in drawing.

Samples and prices to superintendents and teachers who are interested

THE AMERICAN CRAYON CO., 1230 Hayes Ave., Sandusky, Ohio

## AMONG BOOKMEN.

(Concluded from page 16)

Mr. J. W. Swartz, who represents Ginn & Co. in northern Ohio, expects a busy year in his territory. School districts in the state will change books owing to the fact that the contracts expired about the close of the school year. It is likely that the various publishing houses will strengthen their forces in the state.

Mr. Albert Evans travels in Ohio, Pennsylvania, West Virginia and Virginia for Milton Bradley Co. supplies.

One of the successful bookmen in western New York is Lewis G. Stapley, who has represented Ginn & Co. in that field for the past four years. He resides at Geneseo, N. Y.

Mr. H. T. Little of Peckham, Little & Co., who has been ill since November with pneumonia, has sufficiently recovered to resume work. He returned to his office about February first.

Edward Ravenbyrne, who has represented book houses in the middle west for many years, is now connected with Benzinger Bros., New York City. Mr. Ravenbyrne looks after the parochial school interests of the Benzinger publications.

Mr. Frank B. Collins, who represents Allyn & Bacon in Iowa, predicts a busy year in his territory. Thirty-five counties will shortly adopt books for the local schools and the state is full of book men.

Mr. George Booth, who has been with D. Appleton & Co. in Iowa for five years, has resigned to go into the grain business in Waterloo. He is succeeded by Mr. H. A. Mitchell, formerly city superintendent of schools at Carroll, Ia.

Mr. J. Perry Miner, who was well known among the bookmen and publishers of the East, died in December at Sheridan, N. Y. Mr. Miner had been some time in the employ of the old firm of Leach, Shewell & Sanborn, and later represented Rand, McNally & Co. He was at the time of his death editor of the Grape Belt. He was fifty-one years of age and is survived by his mother and a brother and sister.

Mr. Ernest L. Starr is now working in New Mexico and Arizona for Allyn & Bacon.

Allyn & Bacon are ably represented in Georgia and Florida by Mr. Sidney O. Smith of Gainesville.

W. Ray Davis, formerly superintendent of schools at Chardon, Ohio, has represented the American Book Company since June of last year. Mr. Davis is associated with Mr. T. D. Douthitt, who has worked the northeastern part of the state for many years.

The American Book Company is ably represented in the state of Texas by D. S. Furman of Dallas and R. L. Bower of Houston, Tex.

Mr. C. G. Cleaver, who has had charge of the common school interests of Ginn & Co. in Pittsburg and western Pennsylvania for several years, has been called to the New York office, where he will take charge of the high school and college department. This is a splendid tribute to Mr. Cleaver, and we wish him even greater success in the new field.

The Philadelphia interests of the American Book Company are looked after by Mr. George V. Z. Long.

The north central counties of Pennsylvania are covered by Mr. Geo. H. Hugus for the American Book Company. Mr. Hugus is assisted by Mr. Chas. W. Scott. While Mr. Scott is physically unable to do active work he has not retired from the service of the company.

Mr. Geo. W. Libbey, who many years ago was manager of the Werner School Book Company, now covers the larger cities in the state of Massachusetts. Mr. Libbey resides in Boston.

Mr. John Withers, who traveled in Missouri for D. C. Heath & Co., resigned January first. He will represent the American Educational Society of St. Louis in the same territory, selling the New Standard Encyclopedia to schools.

E. G. Lyle, general agent for the Heaths in Missouri, will spend the spring months in Ohio, where book contracts in the cities will expire.

Mr. H. D. Cornwall, formerly Minnesota agent of D. C. Heath & Co., has recently been given territory in Michigan for Ginn & Co. Mr. Cornwall began with the Ginns last summer.

Mr. C. B. Hughley of Jefferson City, Mo., has accepted a position in the agency force of D. Appleton & Co., to succeed Mr. J. R. Sparks. The latter goes with Row, Peterson & Co. of Chicago.

Stuart Eagleson, recently of Ohio, has taken the place of L. R. Halsey in the state of Michigan. The latter retired from the employ of Ginn & Co. last spring.

Mr. J. W. Woodhams is the Michigan representative for Houghton, Mifflin Co. He was until June, 1910, an instructor in the Sherridge High School, Indianapolis.

Scott, Foresman & Co. have recently employed Mr. A. G. Brooks as their representative in the state of Michigan. He makes his headquarters in Grand Rapids.

After spending two years in the Chicago office of D. C. Heath & Co., Mr. D. F. Lyons has returned to Fenton, Mich., for the firm. He covers the state in place of W. D. Parsons, transferred to the state of Illinois.

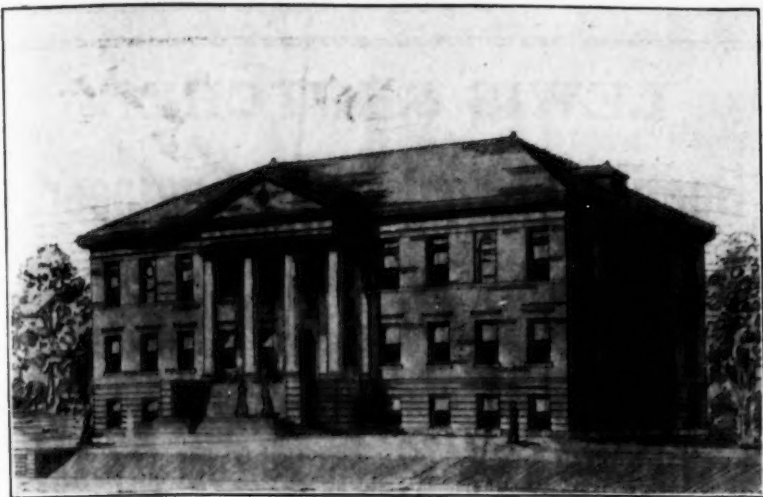
Mr. F. E. Baker, formerly city superintendent of schools at Reading, Mich., has become state agent for Henry Holt & Co.

## GRADING HIGH SCHOOL PUPILS.

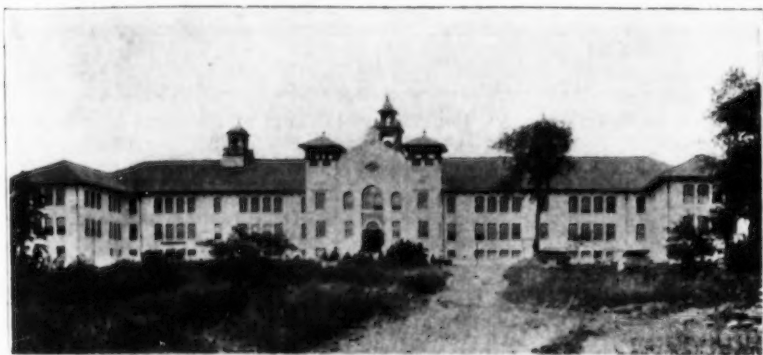
(Concluded from Page 2)

under adverse conditions, they are entitled to the same credit as the pupils who complete the work in four years. The success of the grouping plan has depended largely upon our ability to make the number in each group small. Had it been necessary to make the groups number more than twenty-five or thirty pupils, good results could not have been attained. Then, too, we have had the hearty co-operation of the high school teachers, another very important factor in bringing about success. The plan was explained to them and they were informed that it would necessitate more work on their part, but one and all responded readily and willingly to the call."





NEW HALL OF INDUSTRIAL ARTS, STATE NORMAL SCHOOL, GREELEY, COLO.



STATE NORMAL SCHOOL, MONTCLAIR, N. J.  
George E. Poole, Architect.

#### COMING CONVENTIONS.

Feb. 2-3. Directors' Department (school boards) of the Pennsylvania State Educational Association, at Harrisburg. Pres. C. C. Hill, North East Pa.; Sec. Wm. H. Bowen, Chester, Pa.

Feb. 8-9. Ohio State Association of School Board Members, at Cleveland. Judge Coyner, Mt. Vernon, president.

Feb. 10-11. Northeast Wisconsin Teachers' Association at Oshkosh. A. B. O'Neil, president, Oshkosh; Ellen B. McDonald, secretary, Oconto.

Feb. 23-25. Department of Superintendence, N. E. A., at Mobile, Ala.

March 2-3. Southeastern Kansas Teachers' Association, at Chanute. H. D. Ramsey, Chanute, chairman of executive committee.

March 31-April 1. Brown University Teachers' Association, at Providence, R. I. Elmer T. Hosmer, president, Pawtucket, R. I.

March 31-April 1. Department of Superintendence, Minnesota Educational Association, at State University, St. Paul. Mr. C. H. Barnes, president, Ely, Minn.

April 13-15. Middle Tennessee Teachers' Association, at Nashville. Mr. J. D. Jacobs, president, Murfreesboro, Tenn.

May 11-12-13. Eastern Art and Manual Training Association, in Philadelphia. Miss Ada B. Williams, secretary, 7619 Lexington avenue, Cleveland, O. Exhibit of pupils' work.

June 5-6-7. Conference on the Education of Backward, Truant, Delinquent and Dependent

Children, at Boston. E. L. Coffeen, secretary, Westboro, Mass.

June 26-7-8-9. Catholic Education Association at De Paul University, Chicago. F. W. Howard, secretary, Columbus, O.

July 8-14. National Education Association, in San Francisco, Cal. Mrs. Ella Flagg Young, president, Chicago; Irwin Shepard, secretary, Winona, Minn.

#### Albert Agency Changes.

Mr. C. J. Albert, manager of the Albert Teachers' Agency of Chicago, has opened western offices at Spokane, Washington, and Boise, Idaho. Mr. S. S. Endsow is the manager of the Spokane office, while Miss S. Belle Chamberlain, late State Superintendent of Public Instruction in Idaho, is in charge of the office at Boise. This agency has been in existence for a quarter of a century under the direct management of Mr. Albert and passed all records in 1910.

#### RECENT OFFICIAL PUBLICATIONS.

*School Report, Moline, Ill.* Prepared by Supt. B. B. Jackson.

*Annual Report, Hastings, Neb.* Prepared by Supt. S. H. Thompson.

*Annual Report, Springfield, O.* Prepared by Supt. Carey Boggess.

*Legislation Upon Industrial Education.* By E. C. Elliott and C. A. Prosser. Bulletin No. 12. National Society for the Promotion of Industrial Education. Contains a summary of the general legislation relative to industrial education, an analysis of legislation for state systems, an analysis of legislation for manual training, discussions of the terminology and trend in legislation, etc.

*New York State Education Report, 1910.* By Andrew S. Draper, commissioner of education. Cloth, 782 pages. Albany, N. Y.

*List of Books,* suggested by the N. Y. State Education Department for School Libraries.

*Teachers' Examination Papers* for the academic year 1909-10. Issued by N. Y. State Education Department, Albany, N. Y.

*N. Y. Professional Examination Papers.* Issued by the State Education Department, Albany, 204 pages.

*School Report of Hannibal, Mo.* For the year 1909-10, by Supt. Livingstone McCartney.

*Agricultural Progress in Education, 1909.* By Dick J. Crosby, U. S. Department of Agriculture, Washington, D. C.

*Provisions for Higher Education in California.* Extract from biennial report of Supt. Edward

### Hygienic Importance of Dustless Conditions in School Buildings

The problem of preserving hygienic conditions in school buildings is one that deserves the serious attention of those responsible for the health of pupils under their care. Ample ventilation and scrupulous cleanliness are vital, but, unless the floors receive proper attention and treatment, the dust that accumulates will be a constant menace, for dust is recognized as the greatest carrier and distributor of disease germs known. A simple yet effective treatment of floors is found in

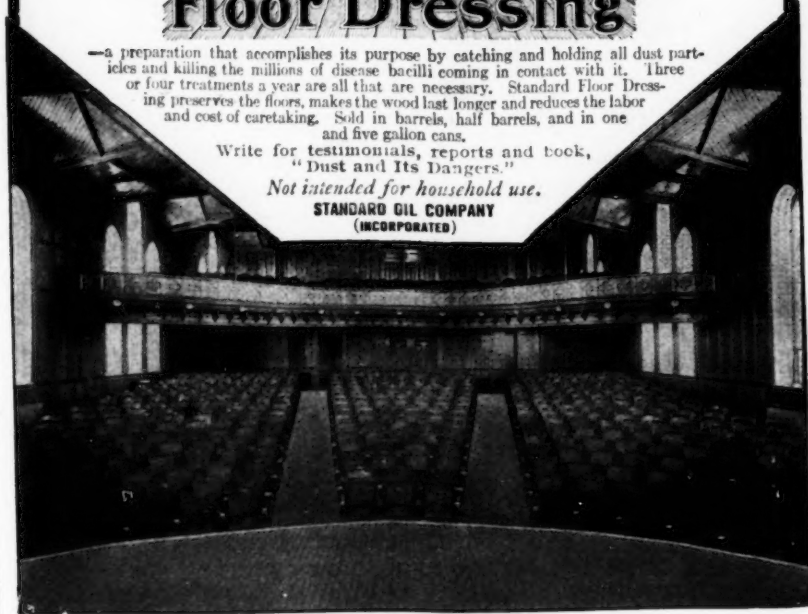
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Write for testimonials, reports and book, "Dust and Its Dangers."

Not intended for household use.

STANDARD OIL COMPANY  
(INCORPORATED)



Hyatt. Contains statistics of appropriations, expenditures and enrollment of state normal schools, state technical schools, institution for the deaf, and state orphanage.

#### Benn Pitman Dead.

Benn Pitman, the famous author of the Benn Pitman System of Phonography, died at his home in Cincinnati, December 28th in the 89th year of his age.

Mr. Pitman was born in England and was a brother of the late Sir Isaac Pitman, the original inventor of shorthand. Mr. Pitman settled in the United States in 1853 at Cincinnati, where he founded the Phonographic Institute. During the Civil War he was a court reporter.

Mr. Pitman is the author of a number of well-known books on shorthand which have attained wide circulation in the United States. During his life time he was intensely interested in engraving and was the original inventor of the electro process of relief engraving. For many years he was a lecturer on art and teacher of artistic wood engraving in the Cincinnati Academy of Art.

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NO BUILDING IS TOO LARGE OR TOO SMALL FOR OUR  
 PERSONAL AND PROMPT ATTENTION.

G. W. ASHBY, Architect, Medinah Bldg., Chicago, Ill.



*Alabama.*

Birmingham—Propose erection of German parochial school. Anniston—Colored normal and industrial school will be rebuilt.

*Arizona.*

Phoenix—Arch. Norman F. Marsh, Los Angeles, Cal., has plans for polytechnic high school; \$150,000.

*Arkansas.*

Ozark—School will be rebuilt.

*California.*

Selma—Arch. F. S. Allen, Los Angeles, has plans for high school; \$60,000. San Diego—\$200,000, bonds, were voted for polytechnic high school. Los Angeles—Arch. Norman F. Marsh has plans for manual arts building; \$20,000. Monrovia—Bids were received for high and manual arts building. Riverside—2-story polytechnic high school will be erected. Corning—High school will be erected. National City—\$25,000, bonds, were voted for school. Porterville—Propose erection of 8-room grammar school. Los Angeles—Site was selected for girls' school, Oneonta Park.

*Connecticut.*

New Haven—School will be erected at Fair Haven; \$80,000. Ansonia—School will be erected at South End.

*District of Columbia.*

Washington—Plans have been prepared for manual training school; \$36,000.

*Florida.*

Tallahassee—Archts. Wormwood & Johnson have plans for school; \$6,000.

*Georgia.*

Cordele—6-room school will be erected. Atlanta—School will be erected at Ashby and Lena Sts. School will be erected, Georgia and Formwalt Sts. School will be erected, Hill St. School will be erected, Chestnut and Pelham Sts. School will be erected, Home Park and State. Fort Valley—\$30,000, bonds, were voted for school.

*Illinois.*

Galesburg—Arch. N. K. Aldrich has plans for 4-room school; \$15,000. Peoria—Archts. Reeves & Baillie have plans for school; \$125,000. Chi-

cago—School and science hall will be erected; \$50,000. St. Charles—Archts. Schock & Swanson, Chicago, have plans for school; \$30,000. Chicago—Arch. A. F. Hussander has plans for 3-story school; \$165,000. Maywood—Proposals were received for Proviso High school. Monticello—Arch. A. T. Simmons, Bloomington, has plans for school; \$25,000. Monmouth—High school will be erected. Decatur—Propose erection of Oglesby school. Jacksonville—Contract was let for school. Paris—Vance school will be erected. Harvey—High school will be erected. Joliet—Two schools will be erected.

*Indiana.*

Pennville—School will be erected. North Grove—Archts. Griffiths & Fair, Ft. Wayne, have plans for school; \$18,000. South Bend—Propose erection of school. Linton—Contract was awarded for school. Burlington—8-room school will be erected. Gary—School will be erected, Fifteenth and Madison Sts.

*Iowa.*

Wayland—Arch. S. Leroy Heaps, Burlington, has plans for 3-story school; \$9,000. Traer—School will be erected. Osage—Bonds were voted for school. Rockwell City—School will be erected. Clinton—School will be erected, Sub. Dist. No. 7. Waterloo—Propose erection of manual training school. Malone—School will be erected, Sub. Dist. No. 7. Ottumwa—Site was selected for school. Ft. Madison—Site was selected for school.

*Kansas.*

Wichita—Propose erection of high school; \$200,000. Concordia—Propose erection of school. Hutchinson—School for Seventh Day Adventists will be erected. Oswego—Arch. H. H. Hohen-schild, St. Louis, Mo., has plans for 2-story school; \$30,000.

*Kentucky.*

Ashland—Arch. T. Gaastra, Kenosha, Wis., has plans for 2-story school. Paris—School will be erected, Stony Point. Paducah—School will be erected.

*Louisiana.*

Leesville—Arch. W. L. Stevens, New Orleans, has plans for school; \$50,000. Ruston—School will be erected. Shreveport—Contract was awarded for school.

*Maine.*

Auburn—Erection of school is being considered.

*Massachusetts.*

Cambridge—Arch. Chas. R. Greco, Boston, has plans for school, East Cambridge; \$130,000. Framingham—2-story school will be erected; \$60,000. Chelsea—16-room school will be erect-

ed, Fourth and Walnut Sts. School will be erected, Congress and Shurtleff. Springfield—Plans have been prepared for Forest Park school; \$60,000.

*Michigan.*

Niles—Arch. J. D. Chubb, Chicago, Ill., has plans for high school; \$56,000. Maple Rapids—Archts. Fisher Bros., Pontiac, have plans for 2-story school. Marshall—East ward school will be erected; \$14,000. Battle Creek—Plans were submitted for East Ward school. Cadillac—Contract was awarded for \$100,000 high school. Hancock—High school will be erected; \$100,000. Sturgis—High school will be erected. Pontiac—Plans were considered for two ward schools. Portage—Plans are being discussed for school.

*Minnesota.*

Emily—School will be erected. Duluth—Bids were received for Jerome E. Merritt school. Chisholm—School will be erected. Bovey—Bids were received for school. Buhl—School will be erected.

*Missouri.*

Wien—Arch. Br. Anselm Wolff, Quincy, Ill., has plans for 2-story school; \$20,000. St. Louis—One-story school will be erected, St. Louis Ave.; \$1,000. One-story school will be erected, Calvary Ave.; \$1,000. Two 1-story schools will be erected, Tennessee Ave.; \$2,000. One-story school will be erected, Devonshire Ave.; \$1,000. Louisiana—Propose erection of school. St. Joseph—Propose erection of 8-room school, Crosby School Dist.

*Nebraska.*

Ansley—Contract was awarded for school. Chadron—Propose erection of parochial school. School will be erected, Second ward.

*New Jersey.*

East Orange—Archts. Guilbert & Betelle, Newark, have plans for school; \$85,000. Kearny—School will be erected. Bloomfield—Arch. Chas. G. Jones, New York, N. Y., has plans for 4-story high school; \$150,000. Princeton—Archts. Seymour & Paul Davis, Philadelphia, Pa., have plans for 3-story school; \$75,000. Woodbury—High school will be rebuilt. Summit—Arch. R. S. Shapter has plans for school. Westfield—Arch. Wilson Potter, New York, N. Y., has plans for 8-room school. Newark—West Side school will be erected. Peshine school will be erected. Garfield—Site selected for eight-room school; E. C. Kornhoff, district clerk.

*New Mexico.*

Roswell—High school will be erected; \$50,000.

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USE THIS!

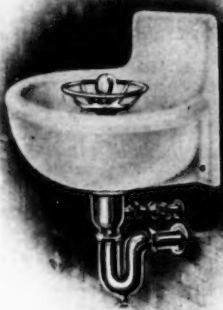


Plate 43081-N

OR THIS!



Plate 4313-N

WRITE FOR NELSON'S CUPLESS DRINKING FOUNTAIN BOOKLET  
**N. O. NELSON MFG. CO.**

Edwardsville, Ill.

St. Louis, Mo.

*New York.*

New York—Arch. Wm. Flanagan has plans for industrial school; \$60,000. Irvington—Archts. Ewing & Chappell, New York, have plans for school; \$100,000. Port Jervis—Arch. Chas. F. Long, Jersey City, N. J., has plans for two schools; \$27,000 and \$20,000, respectively. Meridian—Arch. Mark Conklin, Auburn, has plans for 2-story school. Oswego—Bids were received for school No. 2. Buffalo—Arch. John H. Coxhead has plans for school; \$55,000. Dunkirk—Arch. H. O. Holland, Buffalo, has plans for school and Guild hall; \$15,000. Binghamton—Plans have been prepared for high school. New York—Archts. Renwick, Aspinwall & Tucker have plans for open-air school. Jamaica—36-room school will be erected. Medina—Arch. Lansing has plans for high school.

*North Carolina.*

Greenville—School will be erected. Raleigh—St. Catherine's School of Industry for Poor Girls will be erected.

*North Dakota.*

Bonetrail—School will be erected. Bismarck—High school is contemplated. Dickinson—Propose erection of parochial school. Fargo—Preliminary plans have been prepared for school. Goodrich—School will be erected.

*Ohio.*

Washington C. H.—Archts. Howard & Merriam, Columbus, have plans for school; \$20,000. London—School will be erected; \$50,000. Waynesfield—Archts. Leech & Leech, Lima, have plans for school; \$18,000. Troy—High school will be erected; \$75,000. Niles—Two schools will be erected; \$25,000 each. Norwood—Archts. Bau-smith & Drainie, Cincinnati, have plans for school; \$225,000. Youngstown—Arch. C. F. Owsley has plans for school; \$100,000. Swanton—Arch. J. W. Matz, Toledo, has plans for school. At; \$18,000. New London—4-room school will be erected, Ruggles; \$10,000. Columbus—Archts. D. Riebel & Sons have plans for school; \$100,000. South Euclid—Arch. W. W. Sabin, Cleveland, has plans for school; \$25,000. Wyoming—Archts. Garber & Woodward, Cincinnati, have plans for school; \$6,000. Ashland—Arch. E. E. Pruitt has plans for 4-room school. Sidney—Site was purchased for school. New Philadelphia—Propose erection of 2-story high school. Fulton—6-room school will be erected; \$18,000. Plymouth—School will be erected, Dist. No. 1.

*Oklahoma.*

Medford—School will be erected; \$33,000. Clinton—School will be erected. El Reno—Site will be selected for school. Watonga—High school will be erected, \$25,000. Golttry—\$13,000, bonds, were voted for school. Fargo—School will be

erected, Dist. No. 26. Enid—Plans are being prepared for school. Wakita—School will be erected; \$16,000.

*Oregon.*

Toledo—Contract was let for school. Roseburg—Site has been considered for school, North Roseburg. Ashland—School will be erected.

*Pennsylvania.*

Harrisburg—Arch. C. Howard Lloyd has plans for 8-room school; \$35,000. Hazleton—High school will be erected; \$100,000. Wilkesbarre—Propose erection of parochial school. Bethlehem—School will be erected, West Bethlehem. Scranton—Parochial school will be erected. Phoenixville—Plans for high school were accepted; \$70,000. Williamsport—Plans were considered for school. Newport—Arch. Harvey Hauer, Philadelphia, has plans for school. Juniata—School will be erected, Third ward. Scranton—School will be erected, Sixth ward. Carlisle—Propose erection of school. Freeland—Arch. Theo. Reichman has plans for 2-story school; \$10,000. Souderton—Propose erection of school.

*South Carolina.*

Cheddar—Archts. Sayre & Baldwin, Anderson, have plans for school. Marion—Site was selected for high school.

*South Dakota.*

Watertown—Propose erection of parochial school.

*Tennessee.*

Binghamton—\$40,000, bonds, were voted for school. Nashville—High school will be erected.

*Texas.*

Austin—Archts. Endless & Walsh have plans for two schools. Pecos—Arch. W. H. Kelly has plans for 12-room school; \$20,000. Temple—High school will be erected. Hemphill—\$15,000, bonds, were voted for school. Corpus Christi—High school will be erected. San Antonio—School will be erected. Forth Worth—Contemplate erection of high school. Dickens—School will be erected; \$16,000. San Juan—Site was selected for school, \$10,000. Beeville—Plans were accepted for Jones high school; \$30,000. Harris—Bonds have been issued for school. Winfield—School will be erected on former site.

*Utah.*

Cleveland—Archts. Watkins & Birch have plans for 2-story school; \$15,000. Salt Lake City—Indian school will be erected.

*Vermont.*

Barre—Propose issuance of bonds for school.

*Washington.*

Spokane—Arch. L. L. Rand has plans for high school; \$450,000. North Yakima—Sites were purchased for three schools.

*West Virginia.*

Wheeling—Plans have been prepared for school.

*Wisconsin.*

Superior—Propose erection of 10-room school. Racine—Knapp school will be erected; \$50,000. Oshkosh—Plans have been prepared for Beach manual training school; \$40,000. Milwaukee—Two high schools will be erected. Cooperstown—School will be erected.

**SCHOOL TRADE NOTES**

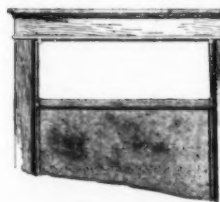
**EVOLUTION IN WALL PAINTING.**

For years an effort has been made by school authorities and school architects throughout the country to secure a wall covering that is non reflecting, non porous, washable, durable and sufficiently varied to make each classroom distinctive in color and all rooms equally light.

After considerable independent experimenting and extended discussion of all kinds, water color tinting was accepted as the simplest solution for the problem. Early in the experimentation it was realized that paint would make the ideal wall covering. However, paint came in but few colors and these were cold and uninviting. Then again, the surface was extremely glossy and while stippling was suggested, the process was unsatisfactory. The only advantage was that paint permitted washing.

Water color proved successful only to a degree. It is cheap, easily applied and easily removed. It comes in a great variety of colors and can be shaded very close to the ideal tints prescribed by oculists and school hygienists. The great objection has been that it soils quickly and must be washed off before the walls can be refreshed. This makes water color expensive rather than cheap even though the first cost is not so great.

Thus for years an effort has been made to get a washable paint which has a dull, velvety surface and comes in a variety of colors especially adapted to school houses and classrooms. The Patek Paint Company, Milwaukee, has for years past studied this need. The situation was thought over for a long time and experimentation followed experimentation. Finally "Mattcote" was placed on the market, guaranteed to meet the



**The Wimmer**  
"Shade Adjuster"  
for all windows at a trifling cost.  
Illustrated Catalog  
C. I. Wimmer & Co.  
MFRS.  
Columbus, Ohio

**CRAYONS**

"STAONAL"  
For Kindergarten, Marking  
and Checking

"DUREL"  
Hard Pressed for Pastel  
Effects

"CRAYOLA"  
For General Color Work, Sten-  
ciling, Arts and Crafts

"AN-DU-SEPTIC"  
Dustless White and Colored  
Chalks

Samples furnished upon application

**BINNEY & SMITH CO., 81-83 Fulton St., New York**

**THE LAWTON  
SIMPLEX PRINTER**



It is the simplest and cheapest duplicating process ever invented. Its work is an exact fac-simile of ordinary writing. Drawings can be reproduced in several colors at one printing. One hundred copies of the original can be reproduced in twenty minutes. Copies of examination questions; the words of a song; problems for the class; programs of school exercises; any kind of work can be duplicated on this printer. The original is written on any ordinary paper, with any pen, and from this 100 copies can be made. Send for circulars and samples of work.

**LAWTON & CO.**

42 Murray St., New York 59 Dearborn St., Chicago

**Frampton's School House Window Shade**



Operates without a spring. Most complete adjustable shade ever placed before the public. Will positively wear a life-time and not get out of order. Very reasonable in price. Costs more than some and less than some others.

**LISTEN—We are talking in good faith.** Send inside length of window frame also width between stops and we will send you sample, Express prepaid, and it will not cost you one cent to learn all about this shade.

Geo. M. Frampton, Mfr  
Pendleton, Ind





## MOORE SCHOOL SEATING

Holds a unique position because of its quality, prestige and healthful design

Our line includes assembly room chairs, adjustable and stationary pupils' desks, teachers' desks, chairs and general school supplies. When you are in the market, let us demonstrate that "MOORE QUALITY" is the best for materials, design and workmanship. A postal will bring descriptive literature and prices. Address:

**MOORE MANUFACTURING CO.**

Springfield, Mo.

### SAVE 25 PER CENT.

If you are making up your list of magazines for your school or library let us send you a quotation.

We can save you from 25 to 30 per cent. on any combination which includes the American School Board Journal. Address:

**American School Board Journal**

Subscription Department

Milwaukee, Wis.

demands of school authorities throughout the country.

Patek's Mattcote is an absolutely flat wall finish that can be applied easily and quickly. It has the flat, velvety effect of water color and is absolutely hygienic. It is attractive and durable and looks fresh and bright after five years. It is impervious and non porous, and is not affected by atmospheric conditions. Its makers claim it is waterproof, steam proof, gas proof and has a surface that will not crack, chalk, peel, check or blister. It, of course, can be washed without injury to its surface.

Among the interesting claims made by the Patek Paint Company for Mattcote is that it covers twenty-five per cent more surface than any other flat paint. It weighs more per gallon than any other flat paint and is all pure material. It is always ready for application and does not harden in the can. It will make thirty-three and one third more oil color for tinting than any other flat paint without affecting flat finish. It is an economical and practical substitute for lead and oil paint.

Mattcote is also remarkable for the number of colors obtainable. The stock colors are white, cream, ochre brown, pink, old rose, light yellow, light delft, pea green, olive, scarlet, tan, light blue, buff, rose, golden rod, oriental red, golden brown, delft blue, sage, fresco green, ivory, russet, hazel brown, pure grey and French grey. School boards and superintendents of schools who desire other colors can obtain them on order, specially prepared.

Mattcote has now been on the market for several years. It has found users in every state of the country. Among the educational institutions using this product are: State Normal School, Milwaukee, Wis.; Lawrence College, Appleton, Wis.; New High School, Springfield, Ohio; Iowa State College, Ames, Ia.; Public Schools of Duluth, Minn.; Saginaw, Mich.; St. Paul, Minn.; Toledo, Ohio; State Normal School, Superior, Wis.; Lathrop Hall, University of Wisconsin, Madison, Wis.

The manufacturers will gladly send prices and samples to school boards and superintendents of schools who will write Patek Brothers, Milwaukee, Wis.

#### Issue Booklet on School Cleaning.

School authorities have recently become much interested in the problems of cleaning schools, both from the sanitary and economic points of view. Health authorities have brought such startling figures to light concerning the diseases contracted through dust and dirt in school buildings that conscientious boards of education have been compelled to give serious attention to sweeping and dusting methods.

A little booklet discussing this subject most interestingly has been issued by the McCrum-Howell Co. of New York City. Although it is written in popular style, it contains much scientific information about the dangers of dust and dirt and the need for absolute cleanliness. Sweeping and dusting methods are discussed in a practical manner. Finally, the Richmond Vacuum Cleaning System is fully described. The booklet will be sent free of charge to anyone who may be interested.

#### SCHOOL SUPPLIES.

Fred Medart Mfg. Company has recently issued an illustrated pamphlet on the gymnasium

equipment of the Rose Fanning School, St. Louis. The pamphlet describes in detail the arrangement and equipment of the boys' and girls' gymnasiums in this well known school. All of the apparatus shown is of Medart manufacture.

St. Louis, Mo. Contracts for adjustable drawing tables have been awarded to Keuffel and Esser Co., for gymnasium supplies to Fred Medart Mfg. Company.

Milwaukee, Wis. Contracts for Victor stationary and Automatic adjustable desks have been awarded to the American Seating Company; for opera chairs to Heywood Bros. & Wakefield Co., Chicago.

Rochester, N. Y. The school board has ordered Buffalo and Royal automatic desks from Randolph McNutt, Buffalo, N. Y.; assembly room chairs from Heywood Bros. & Wakefield Co., Boston.

Harrisburg, Pa. The school board has awarded furniture contracts as follows: table arm chairs, opera chairs and pedestal chairs, American Seating Co., Chicago; drawing tables, Middletown Furniture Co.; work benches, George B. Colestock.

Canton, O. The school board has recently equipped the school buildings with Standard Enameled drinking fountains, made by the Standard Sanitary Mfg. Co., Pittsburgh.

#### THE AMERICAN INK WELL.

This ink well is made of the following four pieces any one of which may be renewed easily without injury to either the desk or the well.

1. A round upper plate of heavy Bessemer steel, which is made to accommodate any opening of any desk and is furnished blued, nicked or enameled.

2. A steel under plate of non corrodable finish, which is made either with a round opening to admit the penholder or a narrow opening for entrance of the pen only, serve as cover for the bottle and is pivoted to the upper plate for turning into position with a penholder.

3. A steel spring three-eighths inches wide which holds the bottle in position and against the upper plate no matter what size the opening is, making an air tight well and protecting the glass from jars and jams of books and slates.



The New "American" Ink Well.

4. A flint glass bottle which holds enough ink for one semester and cannot be removed by the pupil—this solves the "lost bottle" problem. The glasses may be quickly removed for cleaning with a pair of pliers.

This ink well projects 1-32 inches when upon the desk, but may be set flush if desired and remains flush whether the well is open or closed. It has no projecting points to scratch books or

## Plaster Casts

FOR DRAWING AND MODELING:

Reproductions from Antique, Mediaeval and Modern Sculpture, Etc.

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SCHOOL ROOM DECORATION

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

**C. Hennecke Co.**  
Formators.

Milwaukee, - Wis.



Send for Catalogue

break, and can be noiselessly and quickly opened and closed.

The following are its leading characteristics:

1. Absolutely noiseless in operation, and neat and clean in appearance.
2. It is air tight, dust tight, non evaporating, and sanitary.
3. It solves the lost bottle and other ink well problems.
4. It fits any opening in any desk.
5. Not a projecting, clumsy dust catcher, but a neat, flush, sensible well.

The half opening in the lower plate has the following advantages:

1. Prevents soiling of fingers, papers and desks, hence neater papers.
2. Lessens splashing of ink when desk is jarred.
3. Prevents wasting of ink from carelessly dipped pens.
4. Allow the holder to be supported in the well until the writing period is over, keeping desk cleaner and preventing rolling of pens.
5. Makes it harder for pupils to make a waste paper basket of the well.
6. Reduces evaporating surface when well is in use or carelessly left open.
7. The vital features of this well are strength, durability, compactness, neatness, sensibleness and servicableness. It completely solves the lost bottle problem.

One superintendent says, "It is the neatest, cleanest, strongest and most sensible well yet devised."

Manufactured by the American Ink Well Co., Adrian, Minn.

## ANYONE INTERESTED

in gymnasium work should not miss our pamphlet descriptive of the model gymnasium equipments in the St. Louis Public Schools.

It's free for the asking.



**Fred Medart Mfg. Co.**

Gymnasium Outfitters  
Steel Lockers

De Kalb and President Streets  
ST. LOUIS, MO.





# List of POPULAR SCHOOL AND COLLEGE Text Books



## ABBREVIATIONS

Appleton  
Barnes  
Berry  
Britton  
Columbia  
Century  
Ginn  
Houghton  
Jenkins  
Lee  
Lippincott  
Longmans  
Merrill  
Merriam  
Macmillan  
McNally  
Newson  
Orr  
Palmer  
Peckham  
Pitman  
Prang  
Scott  
Simmons  
Silver  
Sower  
Thompson  
Zaner

D. Appleton & Co. .... New York, Chicago, Boston  
Arthur J. Barnes Publishing Co. .... St. Louis, Mo.  
B. D. Berry & Co. .... Chicago, Ill.  
Britton Printing Company .... Cleveland, O.  
Columbia School Supply Co. .... Indianapolis and Hamilton, N. Y.  
The Century Co. .... New York City, Chicago  
Ginn & Co. .... Boston, New York, Chicago  
Houghton-Mifflin Company .... Boston, New York, Chicago  
Wm. R. Jenkins Company .... New York City  
Laird & Lee .... Chicago, Ill.  
J. B. Lippincott Co. .... Philadelphia, Pa.  
Longmans, Green, & Co. .... New York, Chicago  
Charles E. Merrill Company .... Boston, New York, Chicago  
G. & C. Merriam Company .... Springfield, Mass.  
The Macmillan Company .... New York, Chicago, Boston  
Rand, McNally & Co. .... Chicago, New York  
Newson & Co. .... New York, Chicago  
Orr & Lockett Hdw. Co. .... Chicago, Ill.  
A. N. Palmer Company .... New York, Chicago, Cedar Rapids  
Peckham, Little & Co. .... New York  
Isaac Pitman & Sons. .... New York  
Prang Educational Company .... New York, Chicago  
Scott, Foresman & Co. .... Chicago, New York  
Parker, P. Simmons. .... New York City  
Silver, Burdett & Co. .... Boston, New York, Chicago  
Christopher Sower & Co. .... Philadelphia, Pa.  
Thompson Brown Company .... Boston, New York, Chicago  
Zaner & Bloser. .... Columbus, O.

## AGRICULTURE.

James' Practical. Appleton  
Burkett's Beginners. Ginn  
Halley's. Macmillan  
Warren's Elements. Silver  
Voorthees. Silver

## ALGEBRA.

Young & Jackson's. Appleton  
Beman & Smith. Ginn  
Westworth Series. Ginn  
Hawkes' Advanced. Ginn  
Fisher & Schwartz. Ginn  
Hall & Knight. Macmillan  
Schultz's Series. Macmillan  
Durrell & Robbins. Merrill  
Collins. Scott  
Aley & Rothrock's. Scott  
Atwood Series. Scott  
Lilly's Series. Scott  
Hobbs' Gr. Sch. Simmons  
Brooks' (2 bks.). Sower  
Falkbank & Hebdens. Sower  
Bradbury-Emery. Thompson  
Bradbury-Emery. Thompson  
Used Academic. Thompson  
Perrin's. Lippincott  
Lippincott's. Lippincott

## ARGUMENTATION.

Pattee's Practical. Century  
Parker's Prin. Ginn  
Parker's Arg. Houghton  
Laycock & Scales. Macmillan  
Laycock & Spofford's. Macmillan

## ARITHMETIC.

Appleton Series. Appleton  
Britton's Series. Britton  
Moore & Miner's. Ginn  
Prince's. Ginn  
Smith's. Ginn  
Westworth-Smith Ser. Ginn  
Colburn's. Houghton  
Kelso High Sch. Macmillan  
McLellan & Ames. Macmillan  
Series. Macmillan  
Byrnes-Richman-Roberts. Macmillan  
Hopkins-Underwood. Macmillan  
Series. Macmillan  
Durrell & Robbins. Merrill  
Thompson's. Merrill  
Flemley & Schutt's. McNally  
Rand, McNally Series. McNally  
Haworth Series. Newson  
Schuyler & Van Sickle. Scott  
Myers. Scott  
Clark & Crosby's. Silver  
Lange Series. Silver  
Koenig & Anderson. Silver  
Standard Series. Silver  
Clark's Higher. Silver  
Van Amburgh's. Silver  
Academic and High Sch. Silver  
Graded Number Les. Silver  
Sons. Silver  
Peck's Series (2 bks.). Silver  
Books' Standard Series. Silver  
(6 books). Silver  
Bradbury's Higher. Sower  
Bradbury's Sight. Sower  
Bradbury's Practical. Thompson  
Schools New Graded. Thompson  
Schools 3-Book Pro. Thompson  
Aggressive. Thompson  
Lippincott's. Lippincott

## ART.

Riverside Art Series. Houghton  
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Famous Painters. Merrill  
Principles of Art Ed. Prang  
Abbott-Gaskell's. Silver

## ASTRONOMY.

Comstock's. Appleton  
Young's. Ginn  
Hall's Ele. Macmillan  
Moulton's Intro. Macmillan

## HOWE'S ELEMENTS. Silver

Peck's Constellations. Lippincott  
Chauvenet's. Lippincott  
Sharpless & Phillips. Lippincott  
Watson's. Lippincott

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Parker's. Macmillan  
Bailey & Coleman. Macmillan  
Pillsbury's. Silver

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Sandy's. Newson  
Bookkeeping Simplified. Newson  
Hall's Art of Accounts. Pitman  
Mayhew's Series. Silver  
Lyte's Practical. Sower  
Meservey's Series. Thompson  
Meservey's Blanks. Thompson

## BOTANY.

Coulter's Text. Appleton  
Coulter's Plant Relations. Appleton  
Coulter's Plant Structures. Appleton  
Coulter's Plants. Appleton  
Bergen & Davis. Ginn  
Bergen's. Ginn  
Meier's Herbarium. Ginn  
Meier's Plant Study. Ginn  
MacDougal's. Longmans  
Bailey's Series. Macmillan  
Object Lessons on Plants. Macmillan  
Harshberger's Herbarium. Sower

## BUSINESS ENGLISH.

Altmaier's Commercial Correspondence. Macmillan  
Style Book of. Pitman  
Westlake's Letter Writing. Sower

## BUSINESS LAW.

Rurdick's Essen. Appleton  
Sullivan's Amer. Appleton  
Huffcut's Elements. Ginn  
Clark's. Merrill  
Clow's Commerce. Silver  
White's. Silver  
Wilson & Tucker's International Law. Silver

## BUSINESS METHODS.

A First Book in. McNally  
Hewett's Manual. McNally

## CHEMISTRY.

Bradbury's Elementary. Appleton  
Morris & Irwin's Laboratory Manual. Appleton  
Smith's Inorganic. Century  
Smith's College. Century  
Smith's Lab. Out l. Century  
McPherson & Henderson's. Ginn  
Ostwald & Morse's. Ginn  
Williams'. Ginn  
Garrett & Harden's. Longmans  
Muir's Course. Longmans  
Newth Series. Longmans  
Gooch's Lab. Expts. Macmillan

## NOYES' QUALITATIVE.

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Talbot's Quantitative. Appleton  
Peter's. Merrill  
Linebarger's. McNally  
Davis'. Scott  
Appleton's Series. Silver  
Ekeley's Elementary. Silver  
Experimental. Silver  
Bennett's Inorganic. Silver  
Mead's. Lippincott  
Greene's. Lippincott  
Moore's. Lippincott  
Wurtz's. Lippincott

## CIVIL GOVERNMENT.

Moses' Government of U. S. Appleton  
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Science. Houghton  
Smith's Treg. for Citizen-ship. Longmans  
Ashley's Am. Macmillan  
Ashley's Gov't and Citizen. Macmillan  
Judson's Yg Am. Merrill  
Shimmell's. Merrill  
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Hoxie's. Newson  
Lansing & Jones. Silver  
Martin's Hints. Silver  
Mowry's Series. Silver  
Clement's. Simmons  
Furat's Outlines. Sower  
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Shepard's. Sower  
Constitution of U. S. (with notes). Thompson  
Schwinn. Lippincott

## COMMERCIAL HISTORY.

Webster's History of Commerce. Ginn  
Semple's Am. History and Its Geographic Conditions. Houghton  
Coman's Indus. History. Houghton  
Day's. Longmans  
Bogart's Economic U. S. of the U. S. Macmillan  
Cheyney's Indst. and Social History of England. Macmillan

## COMPOSITION AND RHETORIC.

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Gardner. Kittredge & Arnold's. Ginn  
Hanson's. Ginn  
Genung's Series. Ginn  
Lockwood & Emerson's. Ginn  
Mother Tongue Series. Ginn  
Webster-Cooley Series. Houghton  
Webster's Eng. Comp. Houghton  
and Lit. Houghton  
Webster's Eng. Comp. Houghton  
Bate's Talks. Houghton  
Cook's Higher Study of English. Houghton  
White's Everyday English. Houghton  
Whites' Words and Their Use. Houghton  
Thomas & Howe's Longmans  
Baldwin's College. Macmillan  
Carpenter's. Macmillan  
Huntington's (2 bks.). Macmillan  
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McKeon's Com. Newson  
Merkley's Rhet. Scott  
Herrick & Damon's. Scott  
Copeland & Rideout's. Silver  
Welsh's Series. Silver

## DICTIONARIES.

Appleton's Latin. Appleton  
Spiers & Surrenne's. Appleton  
French. Appleton  
Adler's German. Appleton  
Cuyas' Spanish. Appleton  
Liddell & Scott's. Appleton  
Greek. Ginn  
Clifton & McLaughlin's French and English. Jenkins

Webster's New International. Merriam  
Webster's Collegiate. Merriam  
James & Mole's French English. Macmillan  
Tauchnitz's. Macmillan  
James' German and English. Macmillan  
James & Grassi's Italian and English. Macmillan  
Tolhausen's Technological. Macmillan  
Commercial. Pitman  
Worcester's Standard Series. Lippincott  
Worcester's New School Series. Lippincott  
Lee's Webster's Series. Lee  
Grimm's German-English. Lee

## DRAWING.

Ross's Pure Design. Houghton  
Halle's Prac. Drawing. Merrill  
Art Education Drawing Book Course. Prang  
Course in Water Color. Prang  
Art Education for High Schools. Prang  
Ele. Course in Art Instr. Prang  
Rouillon's Mechanical Drawing. Prang  
Text Books of Art Education (1 to 8). Prang  
Colby's Talks on Drawing, etc. Scott  
Normal Course. Silver

## ELOCUTION.

Fulton & Trueblood's. Ginn  
Shurtz's Extemp. Speaking. Ginn  
Hyde's School Speaker. Ginn  
Russell's Vocal Culture. Houghton  
Brown's Philosophy of Expression. Houghton  
Burrell's Reading and Speaking. Longmans  
Marshall's. Longmans  
Woolster's Speaker. Lee  
Hafford's. Lippincott

## ENGLISH LITERATURE.

Trent's Brief Am. Appleton  
English Classics, 20th Century. Appleton  
Red Shield Series. Appleton  
Athenaeum Press Ser. Ginn  
Hudson's Shakespeare. Ginn  
Gayley's Eng. Lit. Ginn  
Lewis' Beginnings. Ginn  
Long's Eng. Lit. Ginn  
Minto's. Ginn  
Manley's Eng. Poetry. Ginn  
Morley's Eng. Poetry. Ginn  
Standard Eng. Classics Series. Ginn  
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Bates' Talks on Lit. Houghton  
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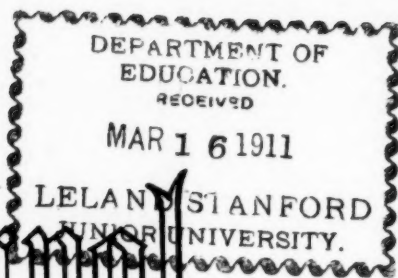
# School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

VOL. XLII, No. 3

MILWAUKEE—New York—Chicago, MARCH, 1911

SUBSCRIPTION PRICE  
\$1.00 PER YEAR



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Britton	Britton Printing Company	Cleveland, O.
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Century	The Century Co.	New York City, Chicago
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Altmaier's Commercial  
Correspondence. Macmillan  
Style Book of. Pitman  
Westlake's Letter Writ-  
ing. Sower

**BUSINESS LAW.**  
Burdick's Essen. Appleton  
Sullivan's Amer. " "  
Huffcut's Elements. Ginn  
Clark's. Merrill  
Clow's Commerce. Silver  
White's. " "  
Wilson & Tucker's In-  
ternational Law. " "

**BUSINESS METHODS.**  
A First Book in. McNally  
Hewett's Manual. " "

**CHEMISTRY.**  
Bradbury's Elementary. Appleton  
Morris & Irwin's Lab-  
oratory Manual. " "  
Smith's Inorganic. Century  
Smith's College. " "  
Smith's Lab. Out l. " "  
McPherson & Hender-  
son's. Ginn  
Ostwald & Morse's. " "  
Williams'. " "  
Garrett & Harden's. " "  
Longmans  
Muir's Course. " "  
Newth Series. " "  
Gooch's Lab. Expts. " "  
Macmillan

**ART.**  
Noyes' Qualitative. " "  
Richardson's. " "  
Roscoe & Lunt's. " "  
Talbot's Quantitative. " "  
Peter's. Merrill  
Lineberger's. McNally  
Davis'. Scott  
Appleton's Series. Silver  
Ekeley's Elementary  
Experimental. " "  
Bennett's Inorganic. " "  
Mead's. Lippincott  
Greene's. " "  
Moore's. " "  
Wurtz's. " "

## CIVIL GOVERNMENT.

Moses' Government of  
U. S. Appleton  
Foreman's Adv. Civics. " "  
Boynton's Civics. Ginn  
Macy's. " "

Seelye's. " "  
Fiske's. Houghton  
Fiske's Civic Relations. " "  
Leacock's Ele. of Pol. " "  
Science. " "  
Smith's Treg. for Citizen-  
ship. Longmans  
Ashley's Am. Macmillan  
Ashley's Gov't and  
Citizen. " "  
Judson's Y's Am. Merrill  
Shimmell's. " "  
Young's. " "  
Lowry's. Newson  
Hoxie's. Silver  
Lansing & Jones. " "  
Martin's Hints. " "  
Mowry's Series. " "  
Clement's. Simmons  
Furst's Outlines. Sower  
Nation and State. " "  
Shepard's. " "  
Constitution of U. S.  
(with notes). Thompson  
Schwinn. Lippincott

**COMMERCIAL HISTORY.**  
Webster's History of  
Commerce. Ginn  
Semple's Am. History and  
Its Geographic Condi-  
tions. Houghton  
Coman's Indus. History. " "  
Day's. Longmans  
Bogart's Economic U. S. " "  
of the U. S. Macmillan  
Cheyney's Indus. and  
Social History of  
England. " "

## COMPOSITION AND RHETORIC.

Thorndike's. Century  
Gardner, Kittredge &  
Arnold's. Ginn  
Hanson's. " "  
Genung's Series. " "  
Lockwood & Emer-  
son's. " "  
Mother Tongue books. " "  
Webster-Cooly Series. " "  
Webster's Eng. Comp.  
and Lit. " "  
Webster's Ele. Comp. " "  
Bate's Talks. " "  
Cook's Higher Study  
of. " "  
White's Everyday  
English. " "  
Whites' Words and  
Their Use. " "  
Thomas & Howe's Longmans  
Baldwin's College. " "  
Carpenter's. Macmillan  
Huntington's (2 bks.). " "  
Lewis' Manuals (2). " "  
Lewis' Writing Eng. " "  
Robins & Perkins'. " "  
Kellogg's. Merrill  
Kavana & Beatty's. McNally  
McKeon's Graded Les-  
sons. Newson  
McKeon's Com. " "  
Merkley's Rhet. " "  
Herrick & Damon's. Scott  
Copeland & Rideout's. " "  
Silver  
Welsh's Series. " "

## DICTIONARIES.

Appleton's Latin. Appleton  
Spiers & Surrenne's  
French. " "  
Adler's German. " "  
Cuyas' Spanish. " "  
Liddell & Scott's  
Greek. Ginn  
Clifton & McLaugh-  
lin's French and  
English. Jenkins

Webster's New Interna-  
tional. Merriam  
Webster's Collegiate. " "  
James & Mole's French  
English. Macmillan  
Tauchnitz's. " "  
James' German and  
English. " "  
James & Grassi's Ital-  
ian and English. " "  
Tolhausen's Techno-  
logical. " "  
Commercial. Pitman  
Worcester's Standard  
Series. Lippincott  
Worcester's New School  
Lee's Webster's Series. Lee  
Grimm's German-Eng-  
lish. Lee

## DRAWING.

Ross's Pure Design. " "  
Halle's Prac. Drawing. " "  
Merrill  
Art Education Draw-  
ing Book Course. Prang  
Course in Water Color  
Art Education for  
High Schools. " "  
Ele. Course in Art  
Instr. " "  
Rouillon's Mechanic-  
al Drawing. " "  
Text Books of Art  
Education (1 to 8)  
Colby's Talks on Draw-  
ing, etc. Scott  
Normal Course. Silver

## ELOCUTION.

Fulton & Trueblood's. Ginn  
Shurter's Extemp. " "  
Speaking. " "  
Hyde's School Speaker. " "  
Russell's Vocal Culture. " "  
Houghton  
Brown's Philosophy of  
Expression. " "  
Burrell's Reading and  
Speaking. Longmans  
Marshall's. " "  
Wooster's Speaker. Lee  
Hafford's. Lippincott

## ENGLISH LITERATURE.

Trent's Brief Am. Appleton  
English Classics, 20th  
Century. " "  
Red Shield Series. " "  
Athenaeum Press Ser. Ginn  
Hudson's Shakespeare  
Gayley's Eng. Lit. " "  
Lewis' Beginnings. " "  
Long's Eng. Lit. " "  
Minto's. " "  
Manley's Eng. Poetry. " "  
Manley's Eng. Prose. " "  
Morley's Eng. Poetry. " "  
Standard Eng. Class-  
ics Series. " "  
American Poems and  
Prose (2 bks.). Houghton  
Bates' Talks on Lit. " "  
Chief Poets Series. " "  
Hinchman-Gummer's  
Lives of English  
Writers. " "  
Higginson & Boy-  
nton's Am. Lit. " "  
Masterpieces Am. Lit. " "  
British Lit. " "  
Modern Classics. " "  
Perry's Prose Fiction  
Page's Am. Poets. " "  
Riverside Series. " "  
Rolfe's Students Ser. " "  
Richardson's Amer-  
ican Lit. " "  
Simond's History Eng.  
Lit. " "  
Simond's History Am.  
Lit. " "  
Tappan's England's Lit. " "  
Tappan's England's  
and America's. " "  
Tappan's Am. Lit. " "  
Longmans' Classics. " "  
Arnold's Lit. " "  
Dodson's Handbook. " "  
Longmans' Lit. " "  
Bates' Am. Lit. Macmillan  
Brooke-Carpenter's. " "  
Gayley & Young's Eng-  
lish Poetry. " "  
Macmillan's Pocket  
Classics. " "  
Abernethy's Amer. Merrill  
Kellogg. " "  
Maynard's Series. " "  
Merrill's Texts. " "  
Canterbury Classics. " "

Rand-McNally School  
Library Series. " "  
Curry's Literary Read-  
ings. " "  
Standard Literature Ser. " "  
Newson  
Necomer's American. Scott  
Newcomer's English. Scott  
Welch's Development of. " "  
Lake Eng. Classics. " "  
Silver Series of Classics. " "  
Pattet's American Lit. " "  
Pattet's Reading  
Courses. " "  
Pattet's Foundations. " "

Camelot Ser. (Prose) Simmons  
Canterbury Poets. " "  
Westlake's. Sower

## FRENCH.

Downer's 1st b'k. Appleton  
Aldrich & Foster's Ele. " "  
Ginn  
Dufour's Grammar. " "  
Internat'l Modern. " "  
Lang Series. " "  
Bercy's Series. Jenkins  
Bercy & Castegnier  
Grammar. " "  
Bernard's Idiomat. Fr. " "  
Beauvoisin's French  
Verbs. " "  
Bernard's Art Inter-  
esses en Classe. " "  
Churchman's Pronun-  
ciation. " "  
De Geer's Lectures and  
Conversations. " "  
Du Croquet's Series. " "  
Fontaine's Les Prosa-  
teurs Fr. " "  
Julien's Un Peu de  
Tout. " "  
Marion's Le Verbe. " "  
Robique's Historiettes  
et Poesies. " "  
Rougemont's Drill  
Book "A". " "  
Rougemont's Manuel  
de la Litterature. " "  
Sauveur Causeries avec  
mes eleves. " "  
Sauveur & Lougee.  
Gram. " "  
Thieme & Effingers'.  
Betts & Swan's Method. " "  
Longmans' Composi-  
tion and Language  
Books. Macmillan  
Keetel's Gram. and  
Reader. Merrill  
Anecdotes Nouvelles. " "  
Elementary French. " "  
La France. " "  
Maynard's Texts. " "  
French Daily Life. Newson  
Newson's. " "  
Pitman's. Pitman  
Lake Fr. Classics. Scott  
Lake Fr. Readings. " "  
Bordes' Ele. of. " "  
Dike's Scientific  
Reader. Silver  
Douay's Ele. Reader. " "  
Through France and  
French Syntax. " "  
Magill's Series. Sower  
Yersin's Method. Lippincott

## GEOGRAPHY.

Adam's Com'l. Appleton  
Adam's Ele. Com'l. " "  
Gilbert & Brigham's  
Physical. " "  
Frye's. Ginn  
Davis' Physical. " "  
Thornton's. Longmans  
Longmans' Commercial  
Chisholm's Commercial  
Tarr & McMurry's. " "  
Trotter's Geog. of Com. " "  
Tarr's New Phy's. " "  
Dodge's Series. McNally  
Rand-McNally Series. " "  
Robinson's Commer'l. " "  
Pitman's Commer'l. Pitman  
Inductive Series. Silver  
Lippincott's Gazetteer. " "

## GEOLOGY.

Brigham's. Appleton  
Norton's Elements. Ginn  
Story of Our Planet. " "  
Tarr's Elements. Macmillan  
Ries' Economic of U. " "  
S. " "  
Scott's Introduction. " "  
Winchell's Studies. Scott  
Hallprin's Earth and  
Its Story. Silver

## GEOMETRY AND TRIGO- NOMETRY.

Fallor's Geom. Century  
Wentworth Series. Ginn  
Baker's Geom. " "  
Beman & Smith. " "  
Bailey & Woods'. " "  
Grenville's Trig. " "  
Taylor's Trig. " "  
Smith & Gale's Anal.  
Geom. " "  
Nichols' Trig. " "  
Schulze & Sevenoak's  
Geometry. Macmillan  
Holgate's Geom. " "  
Lock-Miller's Trig. " "  
Durrell's Series. Merrill  
Clark's Trig. Newson  
Welsh's Geom. Scott  
Bush & Clarke's Ele-  
ments. Silver  
Pettet's Plane Geom. " "  
Hobb's Geom. Simmons  
Brook's Plane and Solid  
Geom. Sower  
Brook's Plane Geom. " "  
Brook's Pl. and Spher. " "  
Trig. " "  
Bradbury's Elem. " "  
Geom. Thompson

Bradbury's Elem. " "  
Trig. " "  
Bradbury's Trig. &  
Survey. " "  
Bradbury's Academic  
Geom. " "  
Chauvenet's Geom. &  
Trig. Lippincott

## GERMAN.

20th Cen. Series. Appleton  
Learned's Grammar. " "  
Jones' Reader. " "  
History of German  
Literature. Columbia  
Int. Mod. Language. Ginn  
Bernhardt's Course. " "  
Collar's 1st Year. " "  
Stein's Exercises. " "  
Deutscher Hiawatha  
Primer. Houghton  
Bailey's Der Praktische  
Deutsche. Jenkins  
Dreyspring's Construc-  
tive Process for  
Learning Ger. " "  
Cutting's Difficulties  
of Ger. Gram. " "  
Schultz Praktischer  
Lehrgang. " "  
Longmans' Composition  
and Grammar. Longmans  
Althaus' Grammar. " "  
Beresford-Webb. " "  
Betts & Swan's. " "  
Hewett's Ger. Reader. " "  
Macmillan's Series. " "  
Maynard's Texts. Merrill  
Bacon's New. " "  
Neue Anekdoten. " "  
Deutschland und die  
Deutschen. " "  
Beginner's. " "  
German Daily Life. Newson  
Knoffach's. " "  
Newton's. " "  
Pitman's Practical. Pitman  
Becker-Rhodes Ele. Scott  
German Stories. " "  
German Classics. " "  
Müller Series. Silver  
Loesberg's Series. " "  
Dippold's Grammar. " "  
Schmitz gram. Lippincott

## GREEK.

Goodell's School. Appleton  
Smith's Anabasis. " "  
Benner's Homer's Iliad  
Morrison & Goodell's  
Beginners. " "  
Goodwin's Grammar. Ginn  
White's First. " "  
White's Beginners. " "  
Seymour's Iliad. " "  
Perrin & Seymour's  
Odyssey. " "  
Collar & Daniel's Be-  
ginners' Companion. " "  
School Classic Series. " "  
Coll. Series—Authors. " "  
Bryant's Iliad. Houghton  
Bryant's Odyssey. " "  
Palmer's Odyssey. " "  
Masterpieces of Greek  
Literature. " "  
Browning's Blanks for  
Greek Verbs. Jenkins  
Haven's Blanks for  
Conjugation or Syn-  
opsis of Grk Verbs. " "  
White's Texts. Longmans  
Ball's Ele. Macmillan  
Bonner's Comp. Scott  
Burgess & Bonner Ele.  
Gram. " "

## HISTORY.

McLaughlin's American  
Nation. Appleton  
Wrong's British Na-  
tion. " "  
Munro's Middle Ages. " "  
Whitcomb's Modern  
Europe. " "  
Munro & Whitcomb's  
Medieval & Modern  
Gulick's Life of the  
Ancient Greeks. " "  
Southworth's Builders  
of Our Country. " "  
Foreman's U. S. Century  
Cheney's England. Ginn  
Emerton's M. Ages. " "  
Lawler's Essentials of  
Am. History. " "  
Myers' Series. " "  
Montgomery's Series. " "  
Blaisdell's Story of  
America. " "  
Blaisdell & Ball's  
Stories. " "  
Flake's How U. S. Be-  
came a Nation. " "  
Robinson & Beard's  
Modern Europe. " "  
Robinson's Western  
Europe. " "  
Brigham's Geog. In-  
fluences in Am. His. " "  
Flake's U. S. Houghton  
Larned's U. S. " "  
Larned's English. " "  
Ireland's Story. " "  
Plotz's Epitome of. " "  
Riverside Biographical  
Series. " "  
Tappan's European  
Hero Stories. " "  
Tappan's Story Greek  
People. " "



**Tappan's Our Country's Story** ..... Britton  
**Tappan's England's Story** ..... Britton  
**Tappan's Amer. Hero Stories** ..... Britton  
**Sample's Am. Hist. & Geog. Conditions** ..... Britton  
**Stevenson's Poems of Am. Hist.** ..... Britton  
**Bogart's Economic U. S.** ..... Longmans  
**Woodburn & Moran's U. S.** ..... Longmans  
**Ransome's English** ..... Longmans  
**Epochs in Modern History** ..... Longmans  
**Robinson's Roman Epochs in Ancient History** ..... Longmans  
**Ashley's U. S.** ..... Macmillan  
**Adams' Europe** ..... Macmillan  
**Botsford's Greece** ..... Macmillan  
**Botsford's Ancient** ..... Macmillan  
**Channing's Series U. S.** ..... Macmillan  
**Coman & Kendall's English** ..... Macmillan  
**Coman's Industrial U. S.** ..... Macmillan  
**Shuckburg's Rome** ..... Macmillan  
**Bury-Kimball's Greek** ..... Macmillan  
**Renouf's Outlines** ..... Macmillan  
**Anderson's Series** ..... Merrill  
**Leighton's Rome** ..... Merrill  
**Merrill's England** ..... Merrill  
**Mace's U. S.** ..... McNally  
**Mace's Primary** ..... McNally  
**Meredith's Economic** ..... McNally  
**Abbott's Rome** ..... Scott  
**Terry's England** ..... Scott  
**Davidson's U. S.** ..... Silver  
**Chandler's Makers of Am. Hist.** ..... Silver  
**Chancellor's American** ..... Silver  
**Andrew's Institutes** ..... Silver  
**Hazen's Elementary** ..... Silver  
**Mowry's First Steps** ..... Silver  
**Mowry's U. S. Hist.** ..... Silver  
**Mowry's Terr. Growth** ..... Silver  
**Mowry's First Steps English** ..... Silver  
**Redway's Making of Amer. Nation** ..... Silver  
**White's School Hist.** ..... Silver  
**Am. Hist. Leaflets** ..... Simmons  
**Harley's Topics in U. S.** ..... Sower  
**Morris' Series U. S.** ..... Lippincott  
**Stone's England** ..... Lippincott  
**Elson's Story of Our Country** ..... Lippincott  
**Morris' Series** ..... Lippincott  
**Morris' Tales** ..... Lippincott

**LANGUAGE AND GRAMMAR.**  
**Supplementary Leaflets** ..... Britton  
**Whitney & Lockwood** ..... Ginn  
**Tarbell's Lessons** ..... Ginn  
**Knox-Heath's Ele.** ..... Ginn  
**Lockwood's Lessons** ..... Ginn  
**Arnold's With Pen and Pencil** ..... Ginn  
**Mother Tongue Books** ..... Ginn  
**Webster's Gram.** ..... Houghton  
**Webster's Ele. Gram.** ..... Houghton  
**Webster-Cooley Series** ..... Houghton  
**Sharp's Elements** ..... Jenkins  
**Carpenter's Grammar** ..... Longmans  
**Longmans' Grammar** ..... Longmans  
**Longmans' Composition** ..... Longmans  
**Emerson & Benders Words Spoken and Written** ..... Macmillan  
**Davenport & Emerson's Grammar** ..... Macmillan  
**Modern English (2 books)** ..... Macmillan  
**Woodley's Foundation Lessons** ..... Macmillan  
**Kellogg's Comp.** ..... Merrill  
**Kellogg's Rhetoric** ..... Merrill  
**Reed & Kellogg's** ..... Merrill  
**Reed's Introductory** ..... Merrill  
**Language Through Nature, Literature and Art** ..... McNally  
**Rand-McNally Prin. Gram. and Comp.** ..... McNally  
**Rand-McNally's Practical Eng. Gram.** ..... McNally  
**Buehler's Modern English Gram.** ..... Newson  
**Buehler's Mod. Eng. Lessons** ..... Newson  
**Style Book, Business English** ..... Pitman  
**Scott & Buck** ..... Scott  
**Bartlett's Series** ..... Silver  
**Gilbert & Harris Guide Books** ..... Silver  
**Greenwood's Series** ..... Silver  
**Milne's Grammar** ..... Silver

**MEAD'S**  
**Simon's First Year for High Schools** ..... Sower  
**Welsh's Series** ..... Sower  
**Flounder's Series** ..... Sower  
**Dunton & Kelley's First Book** ..... Thompson  
**Dunton & Kelley's Language Lessons** ..... Thompson  
**Dunton & Kelley's Grammar** ..... Lippincott  
**Beeton's Gram.** ..... Lippincott  
**Patrick's** ..... Lippincott

**LATIN.**  
**Forbes' Cicero** ..... Appleton  
**Laing's Ovid** ..... Appleton  
**Chase's Nepos** ..... Appleton  
**Sallust's Catiline** ..... Appleton  
**Moore & Schlicher's Elements** ..... Appleton  
**West's Grammar** ..... Appleton  
**Westcott's Caesar** ..... Appleton  
**Virgil's Aeneid by Carter** ..... Appleton  
**Allen & Greenough** ..... Ginn  
**Buck's Gram. of Oscan & Umbrian** ..... Ginn  
**Collar & Daniel's** ..... Ginn  
**D'Ooge's Lat. Comp.** ..... Ginn  
**Moulton's Comp.** ..... Ginn  
**College Series of Masterpieces of Latin Literature** ..... Houghton  
**Halsey's Beginner's Jenkins Smith's First Year** ..... Houghton  
**Sauveur First Talks with Caesar** ..... Houghton  
**Ritchie's Series** ..... Longmans  
**White's Texts** ..... Longmans  
**Bain's Ovid** ..... Macmillan  
**Minckwitz's Cicero** ..... Macmillan  
**Ingalls & Prettyman First Book** ..... Macmillan  
**Hodge's Caesar** ..... Macmillan  
**Baker-Ingalls' Latin** ..... Macmillan  
**Viri Romae** ..... Merrill  
**Bellum Helveticum** ..... Scott  
**Walker's Caesar** ..... Scott  
**Knapp's Aeneid** ..... Scott  
**First Year in Latin** ..... Silver  
**Gunnison & Harley's Caesar** ..... Silver  
**Caesar** ..... Simmons  
**Cicero's Oration (6)** ..... Silver  
**Virgil's Aeneid (6 bks)** ..... Silver  
**Fewsmith's Series** ..... Sower  
**J. P. Welch's Series** ..... Sower  
**Leverett's Lexicon** ..... Lippincott

**LOGIC.**  
**Ballantine's Inductive** ..... Ginn  
**Lafleur's Ill. of** ..... Ginn  
**Creighton's** ..... Macmillan  
**Jevon's** ..... Macmillan  
**Russell's Ele.** ..... Macmillan  
**Attwater's** ..... Lippincott

**MANUAL TRAINING.**  
**Goss' Bench Work** ..... Ginn  
**Hagood's Needle W'k** ..... Ginn  
**Foster's Elementary Woodworking** ..... Ginn  
**Holland's Clay Modeling** ..... Ginn  
**Rich's Paper Sloyd** ..... Ginn  
**Ross's Wood Turning** ..... Ginn  
**Gilman & Williams' Seat Work and Industrial Occup.** ..... Macmillan  
**Parks' Educational Woodworking** ..... Macmillan  
**Tod's Hand Loom Weaving** ..... McNally  
**Industrial Work for Public Schools** ..... McNally  
**Selden's Series** ..... Newson  
**Patton's Sewing** ..... Newson  
**Woodwork for the Grades** ..... Orr  
**Barnard's Tools and Machines** ..... Silver  
**Larson's Ele. Sloyd** ..... Silver  
**Solomon's Sloyd** ..... Silver  
**Wakeman & Heller's Sewing** ..... Silver

**MENSURATION.**  
**Furst's** ..... Sower

**MENTAL SCIENCE.**  
**Baldwin's Ele. Psych.** ..... Appleton  
**Baldwin's Psych.** ..... Appleton  
**Betts' The Mind and Its Education** ..... Appleton  
**Hall's Youth** ..... Appleton  
**Buell's Psych.** ..... Ginn  
**Witmer's Psych.** ..... Ginn  
**Titchener's Psych.** ..... Macmillan  
**Baker's Ele. Psych.** ..... Merrill

**MUSIC.**  
**New Educ. Course** ..... Ginn  
**Mason's Course** ..... Ginn  
**National Course** ..... Ginn  
**Academy Song Book** ..... Ginn  
**Riv. Gr. Song Books I. and II.** ..... Houghton  
**Riverside Song Book** ..... Houghton  
**Longmans' Course** ..... Longmans  
**Amer. Readers** ..... Macmillan  
**Rix's Song of School and Flag** ..... Macmillan  
**Ziemer's High School Book** ..... Macmillan  
**Farnsworth's Songs** ..... Macmillan  
**Rix's Manual** ..... Macmillan  
**Choral Song Book** ..... McNally  
**Chor. Instr. Course** ..... McNally  
**Patriotic & Folk Lore Songs** ..... Merrill  
**Brewer & Reddall** ..... Merrill  
**Sprenkel's Ideal** ..... Silver  
**Beacon Song Collec.** ..... Silver  
**Beacon Series V. Mus.** ..... Silver  
**Cecilian Series** ..... Silver  
**Johnson's Songs (2 books)** ..... Silver  
**Marshall's Halcyon Song Book** ..... Silver  
**Modern Series** ..... Silver  
**Normal Course** ..... Silver  
**Silver Song Series** ..... Silver

**NATURE STUDY.**  
**Atkinson's First Studies in Plant Life** ..... Ginn  
**Comstock's Ways of the Six-Footed** ..... Ginn  
**Conn's Bacteria, etc., in the Home** ..... Ginn  
**Hodge's Nature Study and Life** ..... Ginn  
**Long's Wood Folk Series** ..... Ginn  
**Earth and Sky** ..... Ginn  
**All the Year** ..... Ginn  
**Friends and Helpers** ..... Ginn  
**Morley's Nature Books** ..... Ginn  
**Weed's Story of Insect Life** ..... Ginn  
**Miller's Bird Stories** ..... Houghton  
**Burrough's Squirrels** ..... Houghton  
**Eckstorm's Woodpeckers** ..... Houghton  
**Sargent's Corn Plants** ..... Houghton  
**Torrey's Everyday Birds** ..... Houghton  
**Holden's Real Things in Nature** ..... Macmillan  
**Wilson's** ..... Macmillan  
**Shallow & Cullen's** ..... Silver  
**Engell's** ..... Silver  
**Griffin's Philosophy** ..... Sower

**ORATORY.**  
**Shurter's Masterpieces of Oratory** ..... Ginn  
**Espenshade's Forensic Declamations** ..... Silver

**PEDAGOGICS.**  
**Painter's History of Ed.** ..... Appleton  
**Rosenkranz's Phil. of Ed.** ..... Appleton  
**Hall's Child Life and Ed.** ..... Ginn  
**Johnson's Plays and Games** ..... Ginn  
**Kern's Country Schools** ..... Ginn  
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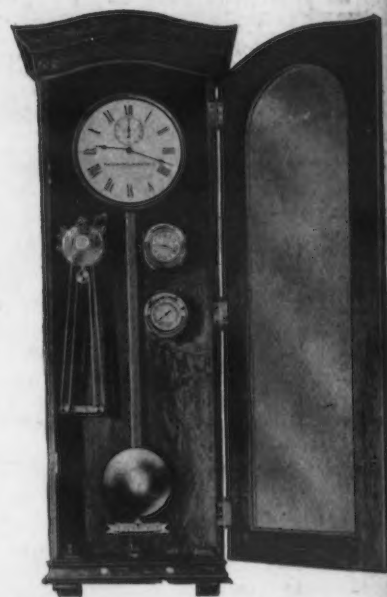
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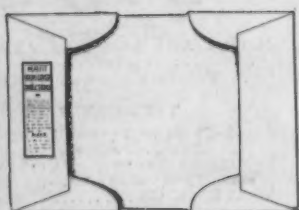
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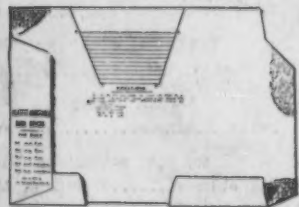


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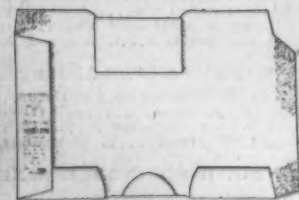
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